

The BUSINESS EDUCATION WORLD

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MAR 16 1948

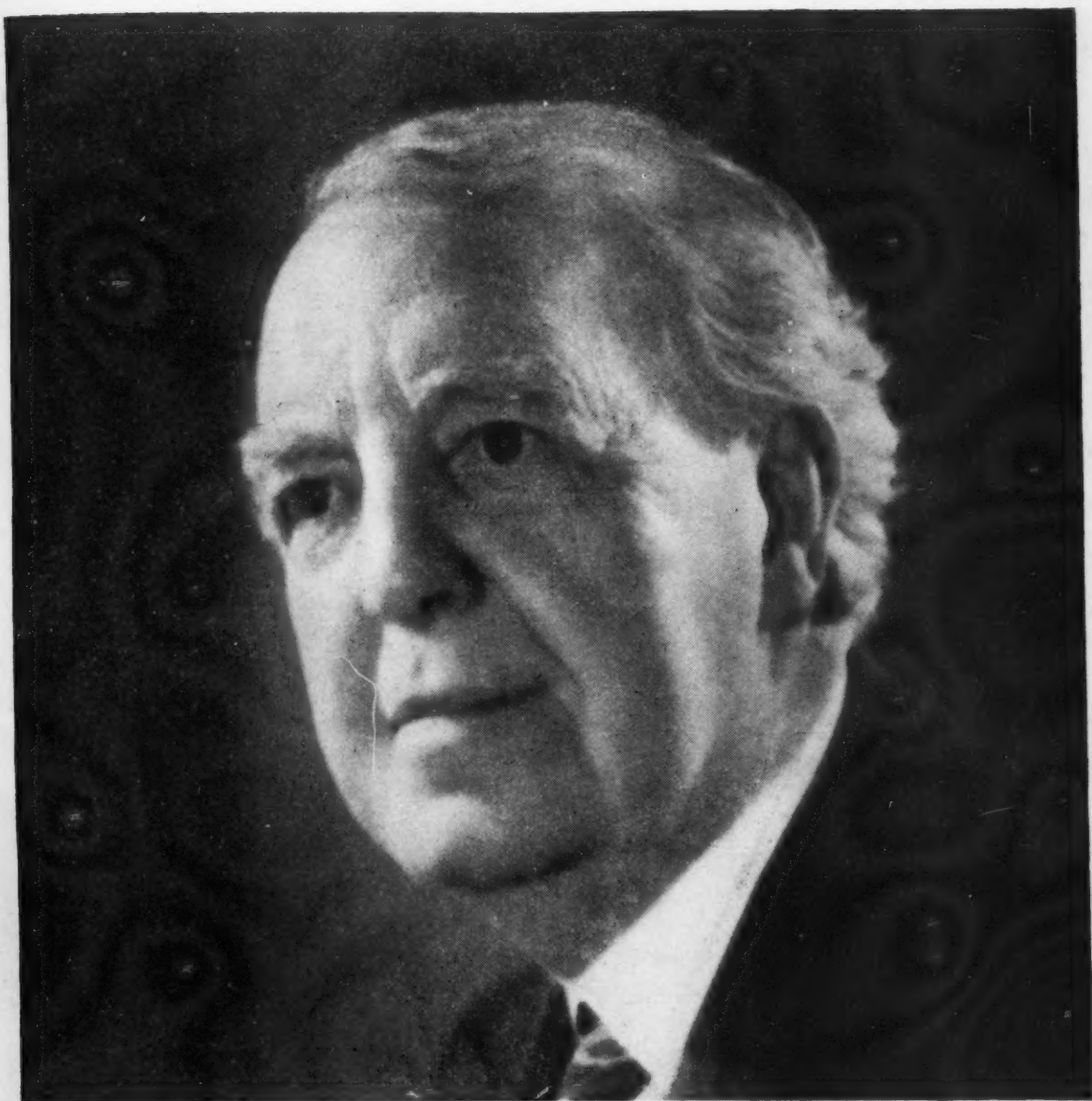
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February 23, 1948

MARCH

1948





John Robert Gregg

June 17, 1867 - February 23, 1948



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June 17, 1887 - February 23, 1960

The Business Education World

VOL. XXVIII No. 7

March 1948

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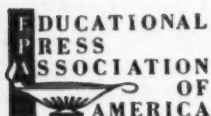
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In this issue of the B.E.W.

Conspiracy: The B.E.W. is out to double its subscriptions by making every reader wish he had two copies — one to save and one to cut up.

• • •
Cut-ups. What typing teacher, for example, will be able to resist cutting out the Bell-Ringer on page 401? What shorthand teacher will let the plates of 200 most-used shorthand phrases (page 426) get off his desk?

• • •
Savings. On the other hand, the serial follow-ups in this issue all shout to be salvaged, too — the seventh shorthand commandment (page 406); the new administrative look (page 421)—this time at transcription teachers; the pleasanter half of Doctor Haas' criticisms of business education (page 396); the umpteenth Zacur accounting-cycle chart on page 425; the fourth model unit in the Q-SAGO series for teachers of elementary business training (page 415); and the others.

• • •
As a matter of curiosity, do you save your back B.E.W.'s? Do you keep a notebook with all the typing articles in one part, the transcription in another, and so on?

• • •
What, for example, will you do with the ready-for-the-air play script given this month (page 392), hmmm?

• • •
Yes, it's a conspiracy! Your editors are trying to make your B.E.W. so helpful that you'll want two copies of each issue!



W. W. RENSHAW...
leaves Gregg



INEZ RAY WELLS...
receives doctorate



HAROLD M. PERRY...
to New Jersey

COLLEGE APPOINTMENTS

HAZEL A. FLOOD, formerly with the state department of public instruction in Nebraska, doctoral candidate at the University of Nebraska, and one time teacher at the Lincoln School of Commerce, to the Mankato (Minnesota) State Teachers College, to inaugurate a full program of business teacher-training at that institution.

DR. W. A. ASHBROOK, from head of the Department of Commerce in Western Carolina State Teachers College, Cullowhee, North Carolina, to head of the same department at the Alabama State Teachers College, Florence, Alabama.

GRACE C. HANKINS, well-known textbook author, geographer, social-studies teacher, from the principalship of the Sharp School, Camden, New Jersey, to the staff of the New Jersey State Teachers College at Glassboro, to introduce courses in the teaching of geography.

GREGG STAFF CHANGES

The Gregg Publishing Company has announced with pleasure the appointments of CLYDE I. BLANCHARD as General Sales Manager and LOUIS A. LESLIE as General Editor. Mr. Blanchard has for many years been General Editor of the Gregg Publishing Company and was also Managing Editor of the BUSINESS EDUCATION WORLD from 1933 to 1946. Mr. Leslie has been associated with the company since 1917 and since 1939 has been Executive Secretary to Doctor Gregg.

As we go to press, we learn with deep regret of the resignation of WALLACE W. RENSHAW, for many years Manager of the New York office of the Gregg Publishing Company. A more extended notice of Mr. Renshaw's work with the Company and his contributions to business education will appear in our April issue.

BUSINESS APPOINTMENTS

DR. HAROLD M. PERRY, from head of the Business Education Department at the Connecticut State Teachers College, New Britain, to a business position, effective March 1: He is becoming Director of Personnel Services for the Colgate-Palmolive-Peet Company, where he will be in charge of the selection, training, and supervision of several thousand office employees. His office will be at the firm's headquarters in Jersey City, New Jersey.

PAUL E. SMITH, from supervisor of distributive education in Cleveland, Ohio, to the management staff of Halle Brothers Department Store, in Cleveland. Promoted to Mr. Smith's supervisorship is JOHN C. FRAKES, former business teacher at John Hay High School and Fenn College, both of Cleveland.

IRMA WRIGHT, after twenty-five years of service with the Canadian branch of the Underwood Company, to the post of director of education with the Royal Typewriter Company, Limited, of Montreal.

HONORING THE HONORED

Doctorates. INEZ RAY WELLS, instructor in the Department of Education at Ohio State University, has received the degree, Doctor of Philosophy, by the University. Dissertation, completed under the direction of DR. J. MARSHALL HANNA, is entitled: "A Survey of Basic Business Education in Ohio."

M. FRED TIDWELL, former naval officer and at present member of the business-education staff at the San Jose (California) State College, has been awarded the degree of Doctor of Education by Stanford University. Dissertation: "The Psychological Aspects and Conflicting Practices in the Methodology of Typewriting."

Decorated. GLADYS MOOSEKIAN, of San Fernando, California, was awarded a Kiwanis Club Gold Key for outstanding service to her community.

Elected. It is not often that a business teacher is elected to the head of a vocational-education organization, but to ADAM BRUCHER, JR., supervisor of business education in Reading, Pennsylvania, goes that honor: He has been elected president of the Department of Practical Arts and Industrial Education, of the Pennsylvania State Education Association—a department that includes all the vocational groups of the state.

Celebration. MARY M. GALLAGHER has been associated with the Gallagher School of Business, Kankakee, Illinois, for over thirty-five years. On the recent occasion of the thirty-fifth anniversary, a testimonial dinner was held in her honor, on which occasion the title of President Emeritus of the school was conferred upon her. New president of the school is ROY W. HARRIS, formerly director of the Salmon Chase College, Cincinnati.

PERSONAL ACHIEVEMENTS

Promotion. KATHERINE ROSS, of Boston Clerical School, promoted to head of the Commercial Department in Boston's Girls High School, to succeed KATHERINE F. CODY (who, as reported in last month's B.E.W., died suddenly in November).

DR. JAMES R. MEEHAN, who is in charge of the secretarial training and teacher training program in business education at the Hunter College of New York City, has been promoted from assistant professor to associate professor.

Home Again. DOCTOR and MRS. HAMDEN L. FORKNER, of Teachers College, Columbia University, returned on January 22 from a five-month trip to ten countries of western Europe. While abroad, Professor Forkner met with business educators as well as businessmen and industrial men in all the countries he visited, and made several addresses before university groups. In Oslo, Norway, he delivered a lecture before the Norway-American Businessmen's Association on "The Relations of Business to Education in America."

Doctor Forkner reports that education "really is on the march"

Out of the B.E.W. 25 years ago

"The court reporter's record is to the courts what bookkeeping and accountancy are to business," said Rupert P. SoRelle, in defining "Shorthand Reporting as a Profession."

Miss Celia Sprague, of Flint, addressing the Michigan B.E.A., advocated teaching bookkeeping by the *journal* approach.

"The International Typewriting Contests," wrote Charles L. Swem in March, 1923, "have done more to raise the speed of the average operator than has any other factor. . . . It will not be many years, we predict, before great interstate contests will be held, with the winner proclaimed national school champion of his or her line."

The Eastern Commercial Teachers Association, announcing its 25th annual convention, arranged for special railroad rates.

Announcement had been made about the new record for taking shorthand at 350 words a minute! But, explained the 1923 editor, 134 of those words were "Q" and "A," which were counted but not dictated, and the take was for only two minutes. After all, what is 283 words a minute?

Dr. Anton de Haas stunned members of the New England High School Commercial Teachers Association. "Our high schools have the duty of turning out not only job-getters but also good citizens," he said.

in most of the countries he visited. During this spring and summer, he will give a series of talks at the University on various phases of the economic, social, educational, and political life he observed in Europe.

Contribution. CHARLES G. REIGNER, president of The H. M. Rowe Company and well-known business educator, has recently established and endowed three Foundations: "The Charles G. Reigner Doctors' Library" at the West Baltimore (Maryland) General Hospital; "The Charles G. Reigner Reading Room and Collection" in the new School of Christian Education at Princeton (New Jersey) Theological Seminary; and "The Charles G. Reigner Collection" in the Library of Union Theological Seminary, Richmond, Virginia.

The "Doctors' Library" was dedicated on January 9, 1948. The "Reading Room" at Princeton and the "Collection" in the Library of Union Seminary will be dedicated at the forthcoming commencements.

BEREAVEMENTS

DR. EDWARD J. McNAMARA, retired principal of New York City's High School of Commerce and a nationally beloved business-education leader, died at the age of sixty-three on January 19, 1948.

Born in Manhattan, Doctor McNamara attended the LaSalle Academy; received his A.B. from Manhattan College, his master's degree from Columbia University, and an honorary doctorate, LL.D., from Manhattan. He devoted thirty-six years of service to the New York City public schools prior to his retirement in 1945.

After teaching in New York City private business schools, Doctor McNamara was first appointed to Jamaica High School as a teacher of shorthand and typewriting in 1909. Following appointments in Eastern District High School and Girl's Commercial High School, he



DR. EDWARD J. McNAMARA

was appointed principal of the High School of Commerce in 1925, where he remained until his retirement.

Paralleling this record of service is an equal record of professional contribution. Author of numerous texts and co-author of others, Doctor McNamara was among the first (in 1912) to organize a course of training for commercial teachers. He served as president to many organizations: New York City's First Assistants Association, Gregg Shorthand Teachers Association (1917), and Administrative Assistants Association; the Commercial Education Association of New York City; the New York Academy of Public Education; the Eastern Commercial Teachers Association; and the National Council of Business Education. He served, also, as editor of some of the publications of these organizations, including several of the yearbooks of the ECTA.

Numerous honors were bestowed on Doctor McNamara, including the honorary doctorate from Manhattan College in 1926; a gold medal for exceptional service, by the Commercial Education Association of New York City, in 1933; a similar medal, by the Eastern Commercial Teachers Association, in 1934; and many other citations. The occasion of his retirement in 1945 brought him many testimonials from his friends and professional associates.

Doctor McNamara is survived by his wife, Eleanor O'Connor McNamara, and his sister, Mrs. Eleanor Ver Eecke, whose great loss is shared and grieved alike by all business educators.

Business School Executives. To the National Council of Business Schools, the B.E.W. is indebted for the following list of well-known business-school executives who passed away during 1947:

F. G. ALLEN, F. G. Allen School, Fall River, Massachusetts; H. E. BARNES, Barnes School of Commerce, Denver; J. A. BEAL, Joplin (Missouri) Business College; J. E. BUFORD, Southwestern Institute of Accountancy, Dallas, Texas; L. M. CECIL, Cecil's Business College, Spartansburg, South Carolina; W. S. CHAMBERLAIN, Eaton and Burnett Business College, Baltimore; M. D. FOX, Hartford (Connecticut) Secretarial School; DELF J. GAINES, Newport News (Virginia) Business College; GEORGE M. KRISLE, SR., Draughon Business College, Knoxville, Tennessee; M. H. LOCKYEAR, Lockyear's Business College, Evansville, Indiana; WILLARD MORRIS, Central Business College, Kansas City, Missouri.

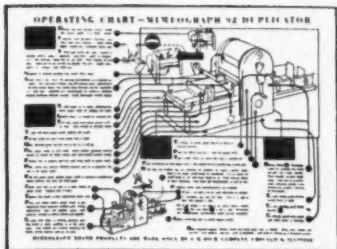
KARL M. MAUKERT, Duffs-Iron City College, Pittsburgh; MRS. E. M. PLATT, SR. and E. M. PLATT, JR., Platt School of Secretarial Training,

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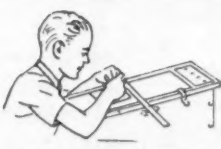
Certificates of Proficiency, awarded by A. B. Dick Company, are now available for students completing the course.

3 MIMEOGRAPH TRACING PAGES—A NEW PORTFOLIO FOR SCHOOLS. Professional artists have drawn these pictures on school subjects for illustrating your school newspaper, bulletins, posters, other classroom materials. More than 400 sketches and ideas on loose-leaf pages for easy tracing on the Mimeograph illuminated drawing board.



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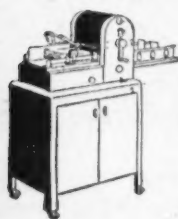
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St. Joseph, Missouri; MRS. A. RAGLAND, Metropolitan Business College, Dallas, Texas; JOHN H. SEELEY, Scranton-Lackawanna College, Scranton, Pennsylvania; D. C. SMITH, Draughton Business College, Fort Smith, Arkansas; JOSEPH D. THIBODEAU, Thibodeau Business College, Fall River, Massachusetts; and LLOYD WALKER, Cleveland Commercial School, Escanaba, Michigan.

E.B.T.A. IN PHILADELPHIA

THE EVENT. The fifty-first annual convention of the Eastern Business Teachers Association, high spot on the professional "must attend" list of Eastern business educators.

THE PLACE. Benjamin Franklin Hotel, in Philadelphia, with exhibits (including the B.E.W.'s in the Independence Room) and assemblies on the mezzanine floor.

THE DATES. Thursday, Friday, and Saturday, March 25, 26, and 27, beginning at 9:30 daily. (Note that these dates coincide with the school Easter recess.)

THE THEME. "Better Education for Business," being developed through addresses, panels, and an unusual and to-be-applauded number of teaching demonstrations.

THE PROGRAM. Thursday and Saturday are devoted to general assemblies featuring addresses. Friday is devoted—from 10:00 in the morning until 8:30 in the evening—to sectional meetings. Details:

Thursday morning, registration.

Thursday noon, luncheon sponsored by private-schools section, open to all.

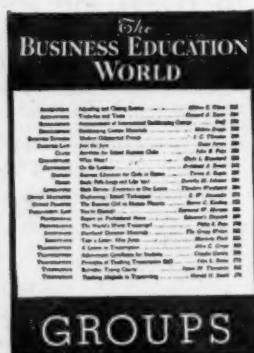
Thursday afternoon, opening session at 2:30, featuring addresses by PRESIDENT WALTER E. LEIDNER and W. H. EVANS (secretary, National Office Management Association): "The Business Teacher's Horizon."

Thursday evening, convention banquet (6:30), featuring an address by humorist CHARLES W. SUMMERS and a fashion show presented by Gimbel Brothers.

Thursday night, dancing (10:00-1:00).

Friday, presentation of teaching demonstrations, panels, and talks, too numerous to be listed here. In brief, they are (asterisk indicates demonstration):

Topic	Time	Rooms
Administration	10:00 a.m.	Room 244
Administration	3:15 p.m.	Betsy Ross Room



Topic	Time	Rooms
Basic Business	10:00 a.m.	Room 206
Basic Business	3:15 p.m.	Room 206
Basic Business	* 7:30 p.m.	Betsy Ross Room
Bookkeeping	3:15 p.m.	Franklin Room
Bookkeeping	* 7:30 p.m.	Betsy Ross Room
Business machines ..	3:15 p.m.	Room 252
Distributive ed	* 10:00 a.m.	Room 252
Distributive ed	* 7:30 p.m.	Betsy Ross Room
Secretarial and clerical practice	10:00 a.m.	Franklin Room
Secretarial and clerical practice	7:30 p.m.	Grand Ballroom
Shorthand	* 10:00 a.m.	Betsy Ross Room
Transcription	* 10:00 a.m.	Grand Ballroom
Typewriting	* 3:15 p.m.	Grand Ballroom

The meetings on Friday evening concern the use of visual aids and include the showing of films.

Saturday morning, final general assembly (9:30), featuring an address, "The Executive Views Business Education," by JAMES V. TONER (president, Boston Edison Company); business meeting for the election of officers; and the drawing of prizes.

THE SPECIAL EVENTS: In addition to the luncheon sponsored on Thursday noon by the private-schools section, other special events include:

Friday noon, luncheons by alumni of Rider College and alumni of Columbia University (12:15).

Friday evening, dinner, Delta Pi Epsilon (6:15).

[Note: Don't miss the article by RAYMOND GOODFELLOW on page 402 of this issue; it tells you how to profit most from attending a convention!—Editor]

SOUTHEASTERN GROUP HOLDS FIRST CONVENTION

Newest organization to join the ranks of business-education groups that hold annual conventions is the Southeastern Business College Association. Recently, in advance of a news release that reported details of the organization's first convention, the B.E.W. received the following wire:

N176 DL PD=LAGRANGE GA
EDITOR OF BUSINESS EDUCATION WORLD=THE ANNUAL MEETING OF THE SOUTHEASTERN BUSINESS COLLEGE ASSOCIATION WILL BE HELD BILTMORE HOTEL, ATLANTA, APRIL 2 AND 3. AN OUTSTANDING PROGRAM OF INTEREST TO BOTH TEACHERS AND SCHOOL EXECUTIVES. PLANS ARE BEING COMPLETED=

MARGUERITE BRUMLEY, SECY

The program received justifies Miss Brumley's assurances:

On Friday morning, the convention opens

with an address, "Vocational Education—the Challenge of the Future," by the HONORABLE M. E. THOMPSON, Governor of Georgia. Luncheon features a talk by A. B. HOLLIS, Atlanta attorney and Dale Carnegie instructor. In the afternoon, DR. R. N. TARKINGTON, Gregg expert, will give a shorthand demonstration; FRANK ROUSER, of the Animotograph Corporation, will discuss visual aids; and DR. BENJAMIN R. HAYNES, until recently at the University of Tennessee and now owner of the Wheeler Business College, of Birmingham, will discuss instruction in secretarial practice. Friday evening has a banquet, at which DR. J. S. NOFFSINGER, executive secretary of the National Council of Business Schools, will speak on "As Seen from Washington."

Saturday morning features a discussion of veterans' affairs by a representative of the VA and a discussion of beginning accounting by J. F. SHERWOOD, vice-president of the South-Western Publishing Company.

Officers of the organization include, in addition to Miss Brumley, F. A. McCARTNEY (Aniston, Alabama), president; R. W. MASSEY (Jackson, Tennessee), first vice-president; MRS. JAMES A. DUNN (Miami), second vice-president; and MRS. J. F. MARSH (Atlanta, Georgia), treasurer.

[Miss Brumley, superintendent of the Perry Business Schools and secretary of the South-eastern Business College Association, is also president of the Georgia Association of Private Business Schools. That association held a one-day full workshop meeting so successful that the next meeting of the group will be a two-day program of the same nature.—*Editor*]

C.B.E.A. STARTS SOUTHERN UNIT

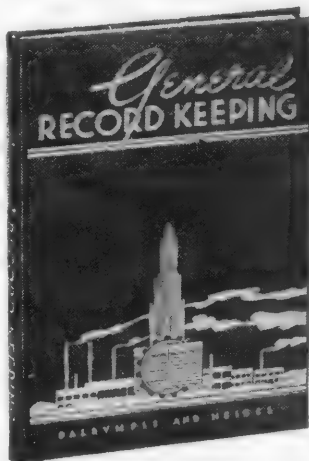
Marking another step in the growth of the Catholic Business Education Association, a regional chapter for Catholic business educators in Louisiana, Mississippi, Alabama, North Carolina, South Carolina, and Georgia has been established, with headquarters at the Dominican College of New Orleans.

SISTER MARY LIGUORI, O.P., head of the College's Department of Business Education, has been appointed by the CBEA Board of Directors to serve as regional chairman. Catholic high school and college business teachers are eligible for membership in the Association. Dues are \$1 annually.

OFFICERS OF STATE ASSOCIATIONS

California. (Central section): ETHEL McCORMACK (Fresno), president; GLADYS COFF-

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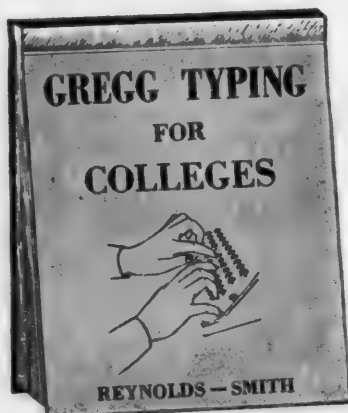
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MAN (Merced), vice-president; and AGNES STROM (Woodlake), secretary-treasurer. Next meeting: April 17, in Fresno.

Montana. NEIL BEATTY (Havre), chairman, North Central section; ROBERTA BUFFINGTON (Fairview), chairman, Eastern section; and HILDA YARLETT (Libby), chairman, Northwestern section.

North Dakota. MINNIE ANDERSON (Hannaford), chairman; RALPH WERNER (Bismarck), vice-chairman; and EVELYN GROVOM (Grand Forks), secretary.

Iowa. AUGUST LUKES (Waterloo), president; PAUL THAYER (Washington), vice-president; and MARGARET PROEHL (Muscatine), secretary-treasurer.

BUSINESSMEN GOT SPECIFIC

The Drake Business Schools, Inc., of New York City, recently sponsored a poll among personnel directors of firms in New York City to ask the familiar "what do you want in our students" questions.

As usual, the businessmen reported that they wanted more and better students, that they wished students had more benevolent personalities, and that they had careers for young men going begging for applicants.

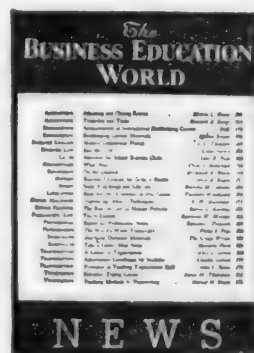
But, uniquely, the Drake poll uncovered two points of specific preferences that ought to be relayed to all business teachers:

1. Two out of every three of the 500 personnel directors stated that they expected short-hand speed of 100 to 120 words a minute *in beginners*.
2. Eleven out of every twelve said that they expected typewriting speeds of 45 to 60 words a minute, *also in beginners*.

DESIGNS FOR YOUR NEW BUSINESS DEPARTMENT

Floor plans, ideas, and specific details for re-constructing an old business department or for building a new one are presented compactly in a 20-page brochure, "a layout for a Business Department," written by MILDRED S. KLAUS and recently published by Alpha Tau Chapter of Pi Omega Pi, of the University of Southern California.

The plans are an outgrowth of a workshop held at the University in 1946 under the direction of DR. EARL G. BLACKSTONE and are tailored for high school accommodation of ap-



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*Achieving the 30° angle (to quote a government study) immediately increases speed, reduces errors, and virtually eliminates fatigue. Aren't those values worth investigating? Do so today. Use the following coupon:

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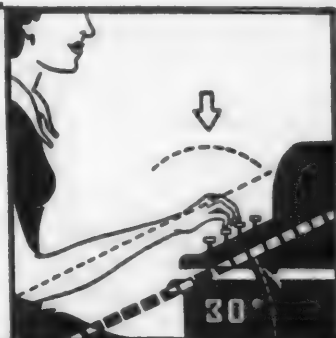
Please send me at once—

- ☐ Complete information on the Hartnett Adjustable Desk
- ☐ Complete information about all Hammond Desks
- ☐ A copy (free) of the research study, "Your Correct Typewriter Height"

Name

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jeep, no less!), both the American and the Martian get straightened out on their understanding of the role that money plays in our economy.

The pamphlet uses the power of the comic strips liberally—the art work is superior, the colors brilliant, the paper stock good, the legibility high. Teachers and visual-minded educators can obtain a copy by writing to the Foundation, 122 West Monroe Street, Chicago 3.

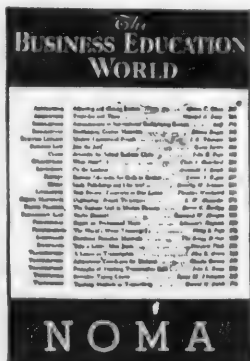
TWO NEW FILMS-ON TYPING, BY CORONET

Newest additions to Coronet's growing chain of business-education films are *Ready to Type* and *Building Typing Skill*. Each of the films is 16 mm., sound, one reel, and may be purchased in color for \$90 or in black-and-white for \$45 (from Coronet Instructional Films, Coronet Building, Chicago 1, Illinois), or may be rented for \$2.50 (from BEVA, 104 West 61st Street, New York 23, New York).

Ready to Type shows students that readiness is the prerequisite to typing efficiency—readiness both of mind and of materials—and shows the student how to get ready. *Building Typing Skill* is the story of a student's efforts to increase his typing skill. He masters relaxation, precise operative control, and other techniques essential to building speed and accuracy. Both films were produced with the collaboration of DR. D. D. LESSENBERRY, of the University of Pittsburgh, and are suitable for any level of typewriting instruction.

TRAINING TEACHERS

One way to enlist teacher enthusiasm for visual aids is to show them how and when and where to use them. Such demonstration can be forcefully presented through a "film clinic." The Encyclopaedia Britannica Films (20 North Wacker Drive, Chicago) has a free pamphlet on planning such a presentation.



reer is concerned." Each year, accordingly, NOMA chapters dedicate an "Education Night" to this one of NOMA's numerous activities, by

HOW BUSINESS CAN HELP SCHOOLS

One aim of the National Office Management Association is "to assist established educational institutions to interpret the needs of commerce and industry insofar as the curriculum of study and training for a business career is concerned."

STUDY IN COMFORT



SUMMER SESSION Oregon State College

FIRST SESSION:
June 15—July 23

SECOND SESSION:
July 24—August 27

Study in a vacation setting where the Pacific Coast climate does the air-conditioning. Paved highways to nearby Cascade and Coast Range mountains, seashore, and metropolitan area. Planned week-end trips.

ATTENTION BUSINESS TEACHERS...

You can major in Business Education at Oregon State—concentrate in your own teaching field. OFFERINGS include undergraduate courses in Business Administration and Secretarial Science. Major graduate work in business teaching methods, special research and seminar topics, and thesis. PLAN YOUR GRADUATE PROGRAM AT OREGON STATE.



For detailed information and Bulletin write Director Summer Sessions, Dept. P

OREGON STATE COLLEGE
CORVALLIS, OREGON

Authorized by Oregon State Board of Higher Education

inviting an educator to tell NOMA-ites how they can help business education.

Speaking before the New York chapter, DR. WILLIAM JANSEN, Superintendent of Schools in New York City, suggested that NOMA can help by telling the schools the answers to these—and other—questions:

For what placement opportunities should the schools train? What is the absorption power? What standards are expected? Are we teaching bookkeeping to too many students? Stenography? How shall we eliminate those who lack aptitude? What office machines shall we teach in our schools? What new subjects or new courses should be introduced? Shall merchandising and salesmanship be taught in secondary schools—and how much time? One year? Two years? How much time should be spent in teaching bookkeeping, stenography, and other courses? When should specialization begin? Is business education vocational?

When NOMA members began asking the usual "Why don't you . . . ?" and "Isn't there a need . . . ?" questions in the ensuing discussion, Superintendent Jansen frankly parried, "That is what we are asking you. Co-operation in the solution of these questions will establish a vigorous, effective alliance between the schools and business."

SPIRITED SESSIONS FOR CLUBS

According to the *Newsletter*, of the Commercial Education Association of New York City, some of the city's high school commercial clubs ("Business Juniors," "Office Ambassadors Club," "Commerce Specials," and so on) have found that club programs featuring distinguished guest speakers attract many new members and provide worth-while activities.

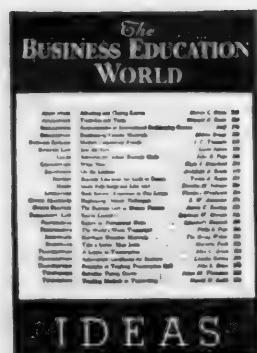
In recent months, such clubs have heard Jinx Falkenberg, Betty Betz (editor of *Seventeen*), Emile (hair stylist of international fame), John Robert Powers, and others whose points of distinction make them of genuine fandom interest. IDEA: True, New York City has many famous persons on hand; but every community has its headliners, its stars, its famous career moulders. Why not tap these for club programs? Usually such stars make a special effort to reach the minds of young audiences, have a "10 per cent inspiration, 90 per cent perspiration" philosophy worth relaying to our students.

THREE STUDIES NOW AVAILABLE

1. "Better Teaching Through the Use of Current Materials" is a vigorous, enthusiastic report of the use of *Time*, *Life*, *Fortune*, and other current periodicals in California science, social-studies, and English classrooms. IDEA: The report indicates no attention to the teaching of business information; any alert business teacher who would like to experiment with the teaching of, say, elementary business training by this method would find that the report outlines the procedure in great detail. Obtain a copy from Stanford University School of Education.

2. "The Effectiveness of Teaching Business Arithmetic As a Separate Subject and As an Integrated Part of Junior Business Training," Delta Pi Epsilon's selection as the 1946 Dissertation-of-the-Year, by DR. WILLIAM POLISHOOK (Temple University), has been published by Oklahoma A. & M. College in behalf of the fraternity. IDEA: How about a similar study on penmanship, remedial arithmetic, or spelling? Obtain a copy (60 cents, single copy; 10 per cent discount on orders of 10 or more copies) from the Department of Business Education, Oklahoma A. & M. College, Stillwater.

3. "What Michigan People Think about Vocational Education Needs," a neatly packaged



report of an opinion poll conducted by Michigan's Office of Vocational Education, is full of exclamation-mark evidence that belongs in the lecture folio of every college instructor of "Principles and Problems of Business Education." Michigan people, as you would guess, want more and better vocational education. IDEA: The structure of the report is so complete that it could serve as a quick model for a similar study in other states and even in local communities. The results, incidentally, make excellent news-release copy for your local paper. You may still be able to obtain a copy from the Office of Vocational Education, Department of Public Instruction, Lansing, Michigan.

OPPORTUNITY FOR BUSINESS SCHOOLS

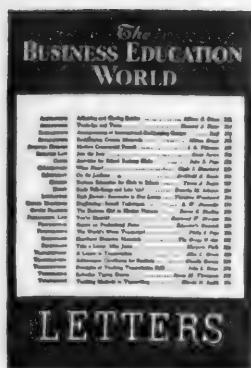
One of the most striking examples of alertness to opportunity is the Zinser Personnel Service conducted in Chicago by MRS. ANNE V. ZINSER.

Through special classes in both day and evening school, Mrs. Zinser's staff of twenty-nine instructors and seven counselors accommodate hundreds of employees who want to help themselves. Instruction in office skills on both beginning and "brush-up" levels is offered in small classes, most of which are arranged for by employers who use Mrs. Zinser's service as their in-service and promotion training program. Mrs. Zinser's service is twenty-five years old, but this special training service is an outgrowth of her helping large Chicago office organizations meet the problems of wartime office shortages. IDEA: Business schools with empty classrooms in evening school could offer similar service in their own communities.

ALUMNI LINK SCHOOLS TO LOCAL BUSINESSES

From NEAL F. MYERS, co-ordinator of distributive education at Quincy (Illinois) High School, comes a report of a successful idea that has helped the school in many ways: alumni of the D. E. program have formed a club to enable the school to maintain direct contact with the business community. How the club helps: It provides opportunity for a follow-up program of graduates; provides job information and details of changes in business procedures; provides demonstrators for classrooms; assists in organizing adult programs; and assists the teaching staff in re-examining teaching materials, literature, and so on.

IDEA: Any group of business-education graduates, if given enthusiastic leadership, can be organized to bring those services to the schools. Not mentioned by Mr. Myers are the tremendous public relations and placement values.



DEAR BEW:

We were very much disappointed that RUBY BROWN's name and the state of Tennessee were omitted from the list of "Honorable Mention Certificates" in the December issue of the B.E.W.

MRS. H. A. GREEN
Benton, Tennessee

[The B.E.W. sincerely regrets the oversight, for we know how keenly students and teachers look forward to the national recognition very properly afforded to contest winners.—Editor]

DEAR BEW:

Here is a device that I have used successfully in my advanced shorthand classes to give my students adequate drill and emphasis on correct spelling.

Occasionally—not every day but frequently—I have my students transcribe on the typewriter for five or six minutes directly from the special-form word lists. Words that are not transcribed or that are misspelled are subtracted from the day's achievement score.

Results: Students, never knowing whether they would be so tested, make a point of studying both the shorthand and the spelling of their assigned lists.

I thought perhaps you might wish to pass the idea along to other teachers.

EVA JACQUES
Wellington, Kansas

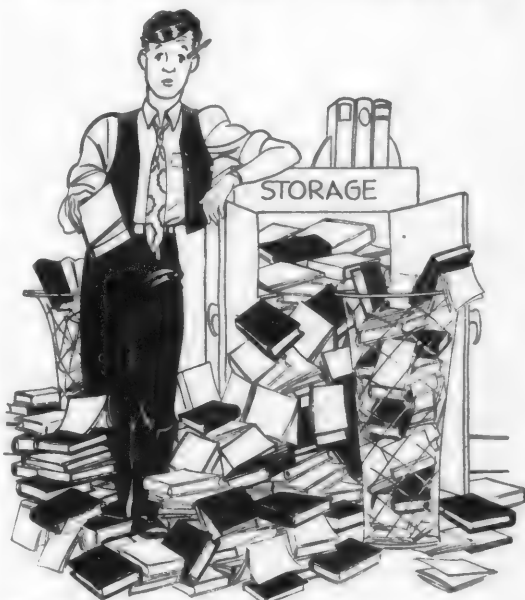
DEAR BEW:

I enjoyed the information about the Eastern Business Teachers Association in the January issue. How does one join?

ESTHER N. SHEFTEL
Rutland Heights, Massachusetts

[Because this inquiry is one of many similar inquiries, the B.E.W. takes this opportunity to explain that membership in the EBTA is obtained by sending in the annual dues, \$2, to either the chairman of your state membership committee (as identified on page 254 of the January B.E.W.) or to EBTA TREASURER RUFUS STICKNEY, Boston Clerical School, Roxbury 19, Massachusetts. In return for the \$2, the member receives issues of the *American Business Education Quarterly*, a copy of the joint EBTA-NBTA *Yearbook* (which sells for \$2.50 to non-members!), and full convention privileges. —Editor]

Spring House-Cleaning!



Want Some Bargains?

Check off the items desired and send a check or money order for *one half the total bill*—the other half is your saving.

Business Education World
270 Madison Avenue
New York 16, New York

Unload on me the following left-overs:

- | No. copies | Regular Price |
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| ... Transparent cellulose covers..... | \$.50 |
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| ... Suggestions to Authors | \$.10 |
| <i>(Guide on preparation of manuscripts. Every would-be writer and graduate student should have one)</i> | |
| ... Psychology Applied to Skill | \$.25 |
| <i>(Every student in a methods course on typing and shorthand should have this)</i> | |
| ... Volume 21 of the B.E.W. | \$2.00 |

This is pre-war stock: from September, 1940, to June, 1941, with 950 pages of articles and aids, including the famous "Co-operative Secretarial Practice" series.

If I had to pay the full bill, it would be \$....
But, since this is a bargain, I'm sending you a check ☐ money order ☐ for half the amount, \$.....

Name
Address
P.S. ☐ Send me a sample Gregg Writer.

Project, Red Cross

■ FAYE MARLEY
National Headquarters
American Red Cross

THE PROJECT method in business education is finding an outlet through local Red Cross chapter offices where, in the words of one school principal, commercial pupils are gaining "a rare opportunity to combine realistic experience with education."

Herbert Hunn, principal of the Harry Els Junior High School, in Richmond, California, is one of a number of school authorities who have welcomed a Junior Red-Cross-promoted program to enlist and to train youngsters in American Red Cross office work.

Many business colleges and high schools have substituted Red Cross typing for the stereotyped lessons and drills. A batch of envelopes to be addressed or form letters to be typed, if directed to the local community as a Red Cross service project, lends purpose to typing practice. An example is the typing class of the Hyattsville, Maryland, High School, where Junior Red Cross members have been typing letters to be sent to the various schools of the county, thanking them for their co-operation in the 100 per cent 1947 enrollment and the filling of gift boxes. The typing teacher supervised the work; and the plan evolved into a sort of typing pool, which also will assist in typing letters during the 1948 Red Cross fund campaign for March. The Hyattsville High School also printed the covers for the Prince Georges County Red Cross chapter last May.

But beyond the value given pupils in classroom projects is that of a realistic office environment where they meet the public, are briefed in what constitutes good public relations, and get a basic orientation essential to a worker in any large organization. Beyond the skills of duplicating, filing, operating a switchboard, and typing, the teen-agers get practice in doing their jobs as they will have to be



This young high school senior is getting business experience as a volunteer staff aide in an American Red Cross chapter.

done. They get the feel of giving community service at the same time that they are receiving something equally valuable—practical vocational training.

Co-operation of the Rutland, Vermont, Business College with the Red Cross during the June flood last year went beyond the usual office assistance. The college lent the chapter and disaster office equipment consisting of typewriters, adding machines, and chairs, as well as numerous small items difficult to obtain on short notice, such as directories, paper cutters, and so on. No fee was charged by the college; the spirit manifested was exceptional. A number of the men students went into the flood area and worked many hours doing manual labor. The personal secretary of the owner and manager of the college, who was lent to the disaster-operations office, continued working through the summer; and several other students were employed by the office.

■ *We business educators talk about "vocational experience" and "development of desirable traits." Why not do something about them — by interesting our pupils in lending clerical assistance to the local American Red Cross chapter this fund-raising month!*

Business students in various Red Cross college units assist local chapters as well as Red Cross field directors at Veterans Administration hospitals. Examples include Marian College students, who have worked at the Indianapolis chapter office, at the blood-donor center, and at the veterans' hospitals of that city; University of Maryland students, who worked in the chapter office at fund-raising time last year, and assisted in keeping college unit records; Flora Stone Mather and Notre Dame students, who have assisted with clerical work in the Greater Cleveland chapter office; and Stratford and Averett College students, who have typed records for the Danville, Virginia, Red Cross chapter.

Teachers Participate, Too

Dr. Lewis G. Beardsley, manager of Newington Veterans Administration Hospital, Connecticut, last year wrote to the dean of women of Teachers College of Connecticut in New Britain, commending an American Red Cross College Unit member, Miss Shirley Niles, who for one year had been teaching typewriting every Wednesday afternoon at the veterans' hospital. As a volunteer instructor in the Educational Retraining Section of the Medical Rehabilitation Department, Miss Niles taught many types of disabled veterans. Some had suffered the loss of limbs or the use of one arm, and still others had nervous disorders; but, according to Doctor Beardsley, their reactions to the instruction given were all favorable.

Typing is one of the subjects most sought after by patients in veterans' hospitals. Approved by physicians for its therapeutic value, typing provides rebuilding and retrain-

ing for muscles as fingers reach over keyboards. In the same process, co-ordination of eye, mind, and fingers is developed.

A neuropsychiatric hospital for veterans in the Midwest had a surprise ending to one of its typing classes. A Red Cross Gray Lady, who had taught in a secretarial school, was the instructor and was assisted by other Gray Ladies who had had secretarial experience. About the time the large class was about to finish its course, the hospital found need for several additional typists among its employees. Applicants for the jobs were brought into the typing classroom to take their tests on the typewriters used by veteran patient pupils. "Just for fun," four of the pupils decided to take the tests along with the applicants. Surprisingly, the patient pupils scored higher speed and greater accuracy than the outside applicants for the jobs. The class teacher was especially proud of a sixty-one-year-old veteran of World War I, who had never touched a typewriter before but finished his course with a typing speed of 55 words a minute.

Teacher Develops New Techniques

That one hand can do the work of two—on a typewriter—was proved to one-handed servicemen, patients at Dibble General Hospital, Menlo Park, California, by Mrs. Russell Freeman, a typewriting teacher at San Mateo Junior College. Through original re-

This photo shows Joan Casper, a member of Junior Red Cross, who has signed up as a staff aide in order that she might assist at the chapter switchboard.



All photos courtesy of American Red Cross



Hundreds of American Red Cross volunteers throughout the country are assisting with educational training of patients in Army, Navy, and veterans' hospitals. Here a Gray Lady teaches a class in typing at the VA hospital in Marion, Indiana.

search as a Red Cross volunteer, Mrs. Freeman has devised teaching methods that help handicapped veterans to learn to type. She has been so successful that servicemen with a hand or fingers missing learn enough in from three to five days to work thereafter with a normal typing text identical to one used by a two-handed beginner. At the end of the course, hand-injury cases achieved typing speeds of 20 to 50 words a minute—as much speed as many normal two-handed typists achieve in the same time.

After charting original typing graphs for handicapped persons, Mrs. Freeman started her volunteer work in the summer of 1945 at Dibble General Hospital. The course was so popular that it was necessary to obtain additional typewriters for the men through the Red Cross College Unit at San Mateo Junior College.

"I don't see how I could ever type with one hand if I couldn't with two hands," was the response of most of the servicemen at first. But the teacher's confidence in them gave them hope. Soon the classroom was echoing to the slow tap of typewriters and the rhythmic count of the teacher's low voice. Stiff fingers stretched over the keys.

One of the soldiers came faithfully to each of the daily 50-minute classes. He had been badly burned, and considerable grafting had

been necessary. He wore a leather glove on one hand, which was maimed. By different exercises and surgery, army doctors were gradually bringing his hand back to usefulness. He was enthralled with the typing class and was impatient when he had to miss it because of the hospital schedule of exercises.

"This does my hand much more good than squeezing a ball or a block of wood. I never had so much education in so short a time in my whole life," he told his teacher. She worked with him patiently, helping him flex his stiffened fingers and giving him just enough work to challenge his interest. He learned to type, a feat of which he was inordinately proud; and, of equal importance, his fingers began to regain flexibility.

How is it done? It's simple: Each finger is given an additional load, according to its length and strength. The index finger on his left hand, for example, is given most of the work of the missing right hand, which means that the index finger on his left hand has twenty-four keys to strike as against the normal eight keys.

When Mrs. Freeman was asked to help the hand-injury patients at Dibble, she experimented, using her own hands as "guinea pigs." She developed two rough graphs—one for persons who had lost the left hand; the other for persons who had lost the right hand.

All over America, the Red Cross Chapters are carrying on active programs for social welfare; but underscoring the work of the Chapters is the work of the individuals—students who combine community service with learning, teachers who extend their professional skill beyond the public- and private-school classrooms into the classrooms of the disabled, researchers who open training areas while exploring for and with the American Red Cross.

In the calmer moments of summertime, when I think back over some of the jobs, I am startled at how often the idea creeps in that I should have reserved one for myself.

The Play's The Thing!

■ HARRY HUFFMAN
University of Oklahoma
Norman, Oklahoma

WE BUSINESS teachers are truly concerned with the improvement of our students' attitudes toward one another, toward employers, toward office behavior, toward personal relations in all their scope. We agree that to teach students to handle smoothly their contacts with other people, our instruction must go beyond mere talk.

Fundamentally, what is the trouble we face? What is the nucleus of our instruction problem? It is this: Susie, the one we know needs improvement, is unaware of her need for working better with class members and teacher—and future employer. She can talk about personality as smoothly as Mary, whom we wouldn't change for anything. Susie thinks that she is just right the way she is. When you and I talk about job attitudes, Mary and Susie both listen respectfully; but Mary thinks we are describing her shortcomings, while Susie is confident that what we say is either not applicable to her or, if it is, that the whole disagreeable business of making oneself over can well wait until the job comes.

How can we put the truth across to both Susie and Mary — unmistakably, clearly, pointedly?

I know a number of highly successful business teachers who have found the answer in the use of the dramatic skit, a fundamental, but neglected, method of improving personal relationships. These teachers put Susie and other students into a play for classroom pro-

duction, so that all the Susies and Marys and Jims can observe. Susie and Mary take the parts of office or store workers to demonstrate satisfactory and unsatisfactory techniques of dealing with people. The script may grow on the spot from suggestions by the teacher and the class. Sometimes the teacher has on tap a script, such as the accompanying one, for just such an occasion. The script should contain true-to-life action and dialogue in which satisfactory and unsatisfactory behavior are sharply contrasted.

How Does a Skit Serve Our Purpose?

A skit enables the members of the class to isolate and compare sequences of everyday life, such as Susie's clumsily applying for a job in a lawyer's office and Mary's applying with ease and poise for the same job. It may show impatient Susie dealing with a customer who wants to return perfume in a department store and Jim as floor manager trying to pacify the Susie-ruffled customer.

Each sequence of a skit can be enacted several times to perfect the demonstration of satisfactory and unsatisfactory techniques. Satisfactory techniques for job application can be polished until they appear professional. And unsatisfactory techniques are dramatic enough to guarantee true bad will. No one in the class has any doubt as to which is which. Students may even ad-lib what they have seen in offices and stores (being careful, of course, to use no names and to reflect on no other personalities).

Strangely, Susie, who really needs improvement, either *wants* the unsatisfactory-technique part or gets cast for it enthusiastically by the class. There is no apparent implication that Susie has the part because she has the characteristics suitable for it, but she is sure to do a bang-up job of showing how you can't get ahead.

.....

■ *It is easy to talk about improvement of behavior and to lecture on the importance of proper office attitudes. It is also fruitless. "The play's the thing!" is true: the dramatic skit, properly prepared and properly followed up, is a fundamental and successful, but neglected, method of improving personality and behavior. Doctor Huffman gives us here a play written by three of his graduate students, the Misses Jo Chrisman, Mary Seaboch, and Elaine Young, and broadcast over radio station WNAD at the University. And he tells how to use the play.*

How Do We Capitalize On the Dramatization?

The class then begins, under teacher guidance, to study the characteristics that actress Susie demonstrated. Susie herself is now a member of the class who has done a good job. She is secure in the impersonal discussion.

Once characteristics, such as good or poor language, proper or too confident manner, and unconcerned or courteous attitudes, are isolated, the teacher raises the problem of "How do we get that way?" A class discussion is developed, and some student suggests that an office worker who uses poor language probably did so in high school. Another suggests that a store worker who can deal with a customer complaint courteously and retain the good will of the patron probably talked in the same manner with his friends and teachers in high school. Perhaps another will suggest that Mary's demonstration of how to apply for and get a job requires careful practice of the same techniques in approaching teachers and others for help and advice. A good discussion will develop many of these suggestions and will lead toward the conclusion that the way people act in the business office and store

is the result of what they have practiced in their business classes.

The groundwork has now been laid for helping people like Susie, who do not realize that they need to practice better personal relations in their high school classes. Two possible procedures may be used in approaching such students. If the class has demonstrated a spirit of helpfulness over a long period of time, the personality techniques of Susie and others can be brought out in the open and discussed in the class, the object being to get everybody to help Susie. Obviously the main requirement is that the teacher and the class have developed a really good working relationship with one another. If the spirit of the class is not completely one of helpfulness, and many classes are like that, the teacher may have to call Susie in and lead her to the conclusion that she is one of those persons who now demonstrate and practice techniques of personal relations, which is a strong indication that she will have difficulty, for example, in applying for a job or in dealing satisfactorily with a customer. If the conference with Susie is carried on in a spirit of helpfulness, Susie will attempt to follow the advice and help of the teacher.

"Susie Brainless—I Mean Braney"

NARR: Hello folks. My name's Narrator. Yep, I'm one of those guys who make a livin' by telling stories, describin' characters, and just generally adding two or three cents to the world of drama. But today, friends, I'm goin' to skip the dramatics. I'm just going to concentrate on the "another day, another dollar" side of life. In fact, I'm gonna try to show you how to get along a little better in the old, real business world. O.K.? Swell, and . . . to get things started . . . let's travel over to the law offices of Huyke, Huyke, and Simmermaker. . . .

SOUND: *Typewriter fade-in under Narrator.*

NARR: Well, there's tried and true Mary putting her typewriter through its paces. You know, Mary's been with the firm five years now, and believe me, she's everybody's pride and joy. She's even earned herself an assistant . . . at least she's going to have one, just as soon as a girl can be hired. Mr. Huyke's interviewing someone today for the position, and . . . well, hello . . . that must be the applicant looking at the sign on the glass door in front. Boy, she certainly doesn't look anything like Mary. She's painted up like a cigar-store Indian, and she's got more curls that I'd care to count. Hey, young lady, you'd better straighten your stocking seams. She didn't hear. Oh well, pretty is as pretty does. She may be a jewel when she's on the job. Come on in, Miss, and we'll just listen in.

SOUND: *Door slams, typewriter stops.*

SUE: Hello, honey. I'm Susie Braney. Mr.

Huyke's expecting me. Can I go right in?

MARY: Just a moment, please. Your appointment was for ten. I'll see whether Mr. Huyke can still see you.

SUE: Oh, well, gee. I should think he could. I went to trouble for this appointment. After all, I'm just a half hour late.

MARY: Yes. I know.

SOUND: *Door opens.*

MARY: Mr. Huyke, Miss Braney has arrived.

MR. H: *Slightly disgusted.* Oh, all right, Miss Mary. Send her in.

SUE: *Triumphantly.* You see. Hi, Mr. Huyke. I'm Miss Susan Braney. Your new secretary, I hope.

MR. H: Well, I hope so too. We really need another girl. Now, just what do you think you'll be able to do in, and for, our office?

SUE: *Slight giggle.* Oh. Just whatever the office needs, I bet.

MR. H: Well . . . I guess you type well?

SUE: Sure do.

MR. H: What is your typing speed, Miss Braney?

SUE: Oh, well, I wouldn't know right offhand, but I'll be glad to clock myself, if you think I should. Where's your typewriter? Could I borrow it and . . .

MR. H: Hm, I don't think that's necessary right now. Suppose you try taking a letter for me . . .

SUE: Yea. Fine. Got a pencil?

MR. H: *Rather disgusted.* Here you are, Miss Braney.

SUE: Thanks. Commence.

MR. H: Sayne Oil Company. 618 South Cheyenne. Oklahoma City, Oklahoma. Attention, Personnel Director. Gentlemen:

SUE: *Reading slowly without much expression. Emphasize personal.* City, Oklahoma. Attention Personal Director.

MR. H: That's Personnel Director, Miss Braney.

SUE: Oh . . . oh, yea. Sorry. Well, go on Mr. Huyke.

MR. H: I should be glad to see your representative on the date you suggested, December 17. If you will send your files on the McKnight case —

SUE: Could you go a little slower, please?

MR. H: Of course. If you will send your (*fading out*) files on the McKnight case, I am sure we can (*moment silence . . . fade in*) Yours very truly, Huyke, Huyke, and Simmermaker. Signed . . . J. C. Huyke, Jr. Now, Miss Braney, please read that back to me.

SUE: To the Sayre Oil . . .

MR. H: No, Miss Braney. It's to the Sayne Oil Company.

SUE: Oh, yes. Let's see, that would be S-A-I-N-E.

MR. H: S-A-Y-N-E, Miss Braney.

SUE: Oh. I just never was a whiz at this spelling business. But then I've always said it isn't so important for a girl to know how to spell. Don't you think so, Mr. Huyke?

MR. H: Well, I . . . I suppose so. Now, if you'll continue with the letter.

SUE: Yea. Sayre . . . I mean . . . Sayne Oil Company (*fading out*) 618 Cheyenne, Oklahoma City. (*short silence*) (*fade in*) Oh . . . of course . . . J. C. Huyke. I guess I'm just not used to the way you talk yet. I mean we're all entitled to a few mistakes, but I know I'll do swell when we're writing real letters.

MR. H: We'll see, Miss Braney. We'll see. I'll tell you, I really can't hire anyone today. We're not positive we're going to need someone, but I'll keep you in mind. Now, if you'll just . . .

SUE: But, Mr. Huyke. I understood I could start to work right away. The ad said . . .

MR. H: I'm sorry, but if you'll leave your name at the desk, we may call you.

SUE: Well . . . I . . .

MR. H: Good-bye, Miss Braney. Thank you for coming.

SOUND: *Door slams.*

MR. H: *Calling.* Miss Mary. Please bring me an aspirin! Better bring the whole box.

NARR: Well, looks as if the cute kid didn't go over so well. Too bad. She really wanted that job . . . not bad enough to prepare for it, though, I'd say. Incidentally, as know-it-all narrator, I can tell you there's another interview going on in Mr. Huyke's mind right now. Yes, sir, he's thinking back five years ago, when his Mary applied for the same kind of secretarial job. Want to remember with him? Well, the firm was young then, and a little short on finance. Mr. Huyke was doing his own typing at the front desk, when a neat-as-a-pin, smiling young lady opened the door.

MARY: Mr. Huyke?

MR. H: Yes, I'm Mr. Huyke. Should I know you?

MARY: No, sir . . . I . . . I work across the hall. I noticed you always do your own office work, and I was hoping . . . well, I'd like to apply for the secretarial job here.

MR. H: Oh, you would? You want the job that isn't open, hey?

MARY: *Disappointed.* Oh, you've already found someone.

MR. H: No . . . we just aren't looking for anyone.

MARY: But you need a secretary.

MR. H: Yes, and I plan to have one someday; but I'm afraid our budget doesn't call for it just now.

MARY: I wouldn't expect too much pay now. There'd be chance for advancement . . . at least I think. All the men in our office say your firm's going places.

MR. H: Thank you very much. I appreciate your interest, Miss . . .

MARY: Benson . . . Mary Benson.

MR. H: Well, Miss Benson, suppose you come back in a couple of years. Maybe we can talk business then . . . and . . . I expect you'll be more capable of the job. You know when we have a secretary, she'll have to be top notch. A law office requires precision. I'm afraid you're a bit young for the responsibility.

MARY: I've graduated from secretarial school. I can type 75 words a minute. I take dictation well, my instructor says. I've had experience filing. I'd really like to work for you.

MR. H: You're a very good salesman, young lady.

MARY: I've had three courses in selling, too.

MR. H: I'm convinced you made A's in them all.

MARY: Well . . . (*Laughs lightly*) two of them. Mr. Huyke, could I help you do that filing . . . as sort of an application?

MR. H: (*Laughs.*) I give up. If you can get this file out of the mess I've got it into, and if we can agree on a reasonable salary, hours, and such . . . I'll hire you . . . on one month's trial. All right?

MARY: That would be wonderful! Oh, I hope I'll do.

NARR: Well, Mary did all right, all right. Initiative, ability, interest, and personality got her a job and kept it for her for five years. Better still . . . she's still advancing in the firm. But now, friends, let's get back to Susie Brainless, I mean Braney. I've just had word that Susie landed a job . . . yep, that one over at the perfume counter (*Fading out.*) Let's see how she's doing. Oh, oh! An argument!

SUE: Madam! I've explained that you cannot exchange perfumes at Hagley's Store.

MADAM: But this isn't the perfume I selected. You wrapped and gave me the wrong perfume yesterday. It was your mistake, and I insist on getting the perfume I paid for.

SUSIE: If you asked for "Glorious Rose," I'll assure you that's what you got.

MADAM: Look at this package . . . and the sales slip. I got "Desert Rain."

SUSIE: Then, lady, it was "Desert Rain" you asked for. After all, I know what I'm selling.

MADAM: After this experience I'm afraid I can't agree with you.

SUSIE: Why . . . you can't insult me. I'm an intelligent citizen, and I'll have you . . .

FLOOR M: Pardon me. I'm the floor manager. I hope I can help. What is the difficulty?

MADAM: This girl gave me the wrong . . .

SUSIE: She can't call me dumb and get away . . .

FLOOR M: Miss Braney. Why don't you take your coffee period now? I'll help our patron.

SUSIE: *Fading.* Well . . . well, she's certainly got her nerve.

FLOOR M: I'm very sorry about the misunderstanding, madam, but I'm sure we can straighten things out. Now, what was the trouble?

MADAM: I purchased 3 drams of "Glorious Rose" from that girl yesterday afternoon. When I un-

wrapped my package at home, it was a different fragrance. She said I cannot exchange it for the one I selected.

FLOOR M: But of course you can, madam.

MADAM: I told her. Such a stupid . . .

FLOOR M: Miss Braney has been told not to exchange perfumes. It's a store policy because perfumes are so perishable and hard to deal with. I'm sure you understand. But, of course, when it's our mistake, we're only too happy to have the opportunity to correct it. I'll see that Miss Braney realizes that, too.

MADAM: Well, good!

FLOOR M: She hasn't been with us long. I'm sure she was trying to please the store, but she'll learn that she pleases Hagley's when she pleases our patrons.

MADAM: I've traded here for years. I've never had this sort of trouble before.

FLOOR M: And I'm certain you'll not have it again, madam. I can assure you that Hagley's values your friendship. The management would be sincerely concerned if they knew of this inconvenience to you.

MADAM: *Perking up.* Well . . . I've always liked to trade here . . .

FLOOR M: Now . . . here's your package. Three drams of "Glorious Rose." Can I help you with anything else today?

MADAM: Oh . . . I . . . I don't believe so.

FLOOR M: I'd certainly like to have you inspect the new egg-foam shampoo we're carrying. Have you time to see it?

MADAM: Well . . . I guess so. I *am* almost out of shampoo.

FLOOR M: Fine (*Fading off.*) I believe you'd like this. It's . . .

NARR: Well, the customer was saved . . . thanks to the tact of Mr. Floormanagement . . . and no thanks, of course, to Susie. Susie just doesn't seem to realize that, to get along in this business world, you've got to always be on your toes . . . and you've got to keep off other people's. You know, I remember one time when Susie was back in high school. Grades had just come out, and Mrs. Braney had just had a look at Susie's.

MRS. B: *Fade on.* Susan! Susie, for goodness' sake. Are these your grades?

SUSIE: Yes, they are. Why?

MRS. B: Why, they're awful. C in English; D in shorthand; D in typing; C in history. Susan, your grades get worse each semester.

SUSIE: Oh, golly. Why harp on it? Grades aren't everything, are they?

MRS. B: Not everything, Susie, but they're certainly an indication of what you've learned . . . what you know.

SUSIE: Oh, phooey, they're no indication of anything. Like that typing. Great day, I can type. I just didn't fool with those special letters, so I got D.

MRS. B: Well, why wouldn't you fool with them, if they're required?

SUSIE: Mother, they're silly. You don't have to sit around doing stuff like that when you've got a real job.

MRS. B: You'll have to have decent grades to enter college, Susan.

SUSIE: College! Boy, when I get through this high school, I'm through with studies forever!

MRS. B: Oh, Susie, I'd so hoped you'd go on.

SUSIE: Well, you'd better quit hoping, Mother. I'll finish high school this June, and then I'm going on . . . on to take the business world by storm! I'm not going to waste any more time with books!

NARR: Poor Susie. If she'd only realized that it would have been much easier sailing for her in the business world if she'd just taken the time and had had the interest to learn the arts of selling, secretarial work, and such, first. Yes, she'd have been a better business woman, too, if she'd learned to speak more gently . . . and to think before she spoke. Among the requirements for successful careerists are punctuality—(Remember Susie's):

SUSIE: After all, I'm just a half hour late.

NARR: Good personal appearance.

NARR: *Through filter.* Better straighten your stocking seams. She didn't hear.

NARR: Initiative.

MR. H: What can you do in, or for, our office.

SUSIE: *Slight giggle.* Oh. Whatever the office needs, I bet.

NARR: Efficiency is essential in any business, but Susie says:

SUSIE: To the Sayre Oil . . .

MR. H: No, it's to the Sayne Oil Company, Miss Braney.

NARR: Courtesy keeps the customer.

SUSIE: Madam! I've explained you cannot exchange perfumes. .

NARR: Courtesy, efficiency, modesty, patience, initiative . . . the secrets to success. Susie lacked them all; but, of course, it's no worry of ours . . . unless we're going to enter the world of business. Then, we'll remember not to be a Susie. We'll have the interest and training to carry us to the top. Won't we? We will if we're to be bigger successes . . . have better businesses.

TRAVEL ASSIGNMENT ■ When you tell Johnny to plan an itinerary for Mr. Smith to journey from Chicago to Melbourne via Tokio, and Johnny retorts, "Let the steamship company do it," you can't mark his answer wrong.

For, with the blessing of the U. S. Maritime Commission, arrangements have been made between the American President Lines and the Northwest Airlines to make combination steamer and plane trips available to international travelers.

Angles for discussion: *Traveler delayed?* Speed up the next leg of his trip by air. *Too much luggage for air?* Send it by ship. *Reservations?* Office of either company. *Savings?* Ten per cent reductions on first-class round-trip fares. *Miss the Ship?* Catch up to it by air.

Vocational Training in Business

THE other day, listening to one of the popular interview-type radio programs, I heard a guest say that she was a music teacher—a choral director, to be exact.

"Good!" exclaimed the program announcer. "We would like to have you sing for us. What . . ."

"Oh," the voice teacher interrupted in hasty confusion, "I can't sing!"

The audience roared with laughter.

Yet, had that teacher been a business teacher from one of the eastern states I visited so frequently, it is more likely that she could have sung than that she might have discussed business actualities, for I have found most business teachers to be themselves occupationally deficient. Shall we, like the audience of that radio program, roar with laughter?

One of the fundamental principles on which effective vocational education is based, the fifth in our series enumerated earlier,¹ is that public vocational education must maintain a program for recruiting qualified instructors. Too, in our criteria for evaluating any one vocational course, we said (and educators universally agree) that the instructor should himself be occupationally competent in the job-area for which he conducts training. Until our instructors are qualified, how can our training program possibly be 100 per cent effective?

The deficiencies of business teachers whom I have seen in action are sometimes amazing. Some have had no education beyond high school. Some have had but one year of college or of business-school training. Most possess no business experience. Many would be unable to support themselves if the schools did not offer them positions. The enormity of this lack of general qualification for performance in what they teach is incomprehensible (and probably unknown) to the public. Here, I believe, is the root for most of the weaknesses of business education today. Let us recognize it; for here, at least, is a matter about which we can do something.

Desired Qualifications. Responsibility for

¹ See page 336 of our February issue for a complete enumeration of Doctor Haas's principles of vocational education.—Editor

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teacher qualification rests on at least three agencies: the teacher himself, the administrator who employs the teacher, and the institution that trains and certifies the teacher. The teacher should be trained, should be appraised, and should present himself on the basis of the minimal qualifications listed below.

The vocational teacher must—

1. Have the equivalent of graduation from a standard four-year institution of college or university grade.
2. Have had not less than eighteen semester hours of specific vocational professional subject matter in his chosen area—distributive education or education for office work.
3. Have had not less than thirty semester hours of technical subject matter in his respective field.
4. Have the appropriate qualities of social intelligence, leadership, and personality required for one in a liaison post.
5. Have evidence of a minimum of 100 clock hours of *annual* business experience directly related to his field of instruction. "Evidence" should be a statement from his employer giving the number of hours worked, a description of duties performed, and the time when the work was done—for example, after school, summertime, holidays.

It should not be necessary to mention that regional and state vocational-education officials should be held to even higher requirements!

Work Experience. It should not be necessary, either, to enlarge on the values of work experience for instructors. They are well-known; our professional literature abounds with testimonials and with concrete plans for obtaining work experience.

The quickest way to make up lost time in this matter would be for every school district to keep business teachers on a twelve-month contract basis—and insist that the teachers' summer duties lie in obtaining work experience!

Leadership

Every enumeration of the keynotes to a successful program of vocational business education includes a statement such as the one we used to define our sixth principle: "Public vocational education must integrate the knowledges, opinions, and experiences of lead-

Education

ers in vocational education, of leaders in the community, and of leaders in the school's program." Leadership is invariably a keynote of any undertaking; naturally, it is a keynote of vocational education.

How about leadership today in public-school business education? Alas, if our discussion of the deficiencies of our teachers was glum, the evaluation of our leadership is equally sad. Here and there a jewel of a leader glistens — a man or a woman well-trained, a practical businessman or businesswoman, member of a community businessmen's organization, an educator—but in general the difference between the teachers and the leaders is one of years, and years only.

Yet, as in the case of teachers, the men and women who will be tomorrow's leaders can be trained for tomorrow's responsibility—if they will.

Professional Training. The first phase of training every leader must have lies in the area of professional preparation. Of what should this training consist? Certainly leaders should be trained—and be competent—in *education*. Certainly they should be trained—and be competent—in *vocational* education. Certainly they should be trained—and be competent—in vocational *business* education. The qualifications just enumerated for teachers should be basic. In addition, the co-ordinator or supervisor should have not less than eighteen semester hours of graduate work in professional vocational-education courses, with emphasis on the philosophy of vocational education; and not less than twelve more hours in the field of general education, with emphasis on supervision and administration and guidance.

"Eighteen hours!" you exclaim. "Why, there aren't that many courses!"

Answer. The following course titles are selected from catalogues of various colleges.

Part II

Principles and Practices of Distribution
Methods of Teaching Secondary Subjects
Methods of Teaching Adults
Principles of Guidance and Placement
Principles and Philosophy of Vocational Education
Vocational Business Curriculum Making
Vocational Guidance and Counseling
Occupational Studies and Job Analyses in Business
Co-ordination and Job-Classroom Activities and Problems
Publicity for Business Education
Evaluation of Published Materials in Business Education
Supervisory and Leadership Activities in Business Education
Development of Instructional Material
Supervisory Methods and Techniques in Business Education
Organization and Administration of Vocational Education
Evaluation of Merchandise Information
Visual Aids in Business Education
Supervision of School-Work Programs
Practical Store Training Techniques
Principles of Vocational Guidance
Retail Job Analysis and Job Evaluation
Curriculum Construction in Distributive Education
Problem Workshop in Distributive Education

Technical Training. The second phase of training that should be the background of every vocational pacemaker should lead to a thorough knowledge of the technical material he teaches. Businessmen respect the judgment and the suggestions of those who are well informed. We need that respect; so, our leaders must be groomed to earn it.

It is not possible for one person to be an expert in the broad field of business; it is difficult for one person to be a genuine expert in even a single portion of a broad area; but it is certainly possible for the person who is to co-ordinate a co-operative part-time store program, for example, to possess expert technical information regarding stores and store management and store training and to possess more than ordinary familiarity with fundamental principles and practices in the entire field of business. To obtain such training,

■ For eight years Doctor Haas was a field agent of the United States Office of Education. During that time his duties took him inside the council chambers of business educators in thirteen eastern states and the District of Columbia and gave him a unique insight into the strengths, weaknesses, and prospects for business education. In this series of two articles, Doctor Haas reports, with considerable vigor, the results of his one-man eight-year survey. Last month he enumerated the commonly accepted principles on which vocational education should be based and evaluated business education on four of his eight criteria. He continues.

every vocational education leader should have a minimum of thirty semester hours of technical business courses; and, of these, at least twenty-four ought to be specifically in the field of his choice—in our fields of distributive or clerical education, for example.

A person who plans to become a specialist in distributive education, should, in his technical-course training, apply himself closely to such courses as the following:

- Business Accounting and Control
- Business Finance
- Business Economics
- Labor Relations
- General Salesmanship
- Business Organization and Administration
- Merchandise Studies
- Business Statistics
- Retail Store Operation and Management
- Marketing Methods
- Executive Leadership in Business
- Financial Operations
- Display Methods
- Personnel Relationships
- Fashion Trends
- Commodity Studies
- Sales Promotion
- Planning and Control
- Modern Retailing Problems
- Credits and Collections
- Purchasing or Buying
- Survey of Materials in Distributive Education
- Principles and Practices of Retailing
- Advertising
- Marketing Research
- Business Law
- Personnel Management
- Comparison Shopping
- Merchandising and Control

Courses in themselves do not, we know, produce "leaders"; but they contribute to such an extent to the qualifications required of leaders that leadership is dependent on such contribution.

Leadership Training. Indeed, all the knowledge of professional and technical matters that could be crammed into a five-foot shelf of vocational-education books will be inadequate if the personal characteristics of the candidate for leadership negate his knowledge. So, the personal attributes, too, must be carefully cultivated.

A person who seeks to become a leader in vocational education should seek to grow in social ability, and institutions that train him should assist this growth in every way possible.

Leaders need not be born; they can be trained—and it is a life-and-death matter for today's business educators to train them!

Evaluation of Courses

"Public vocational education," says our seventh guiding principle, "must provide a means for constant self-appraisal of its effectiveness." Educators universally agree on this; that is why it is a "principle."

Does business education today measure its effectiveness? Rarely. True, here and there one hears of a community survey or follow-up of graduates; usually these surveys give a highly satisfactory report—that is, from the point of view of the school. The businessman always says generously that he is glad to get what he does, appreciates the school's effort in his behalf, and would like to get workers if possible who are even better trained and better adjusted to the brisk life of business. But what business education needs is a constant appraisal, *course by course*, of its offerings.

The following factors should play important parts in such an appraisal.

Selection of Students. Students for vocational courses should be those who want the instruction, who will be able to profit by it, and who will have an opportunity to use it.

(Business education has fallen down on this factor, if I am able to judge from the hundreds of classes I have visited. Pupils' desks have been the reclining posts for far too many students who did not want to take business-education courses, who lacked the ability to profit from them, and who would never use the training being forced on them. We must do something about this!)

Merit of Instruction. In a vocational course one should be able to see at every moment the relation between the instruction and the job for which training is being conducted. With so much to be taught, there is no time for anything extraneous to the occupation being trained for.

(Few classes that I have observed rank high on this factor. Rarely did I see work being done that is done on actual jobs. Seldom did I find evidence that a vocational business-education course was based on what it should be: job analyses of the work done on actual jobs. Most of the work was *not* job training. It could be.)

Teachers' Competency. It is axiomatic that vocational teachers should be occupationally competent in their field of instruction.

(Not enough teachers are occupationally competent in either distributive or office occupations; but there is indication of improvement in this area, for more and more teachers are undertaking summer employment and are making themselves occupationally competent. These teachers invariably give superior instruction when they return to their classrooms. I have seen what seems to be sheer magic in the growth in classroom achievement of teachers who have had even a short period of work experience.)

Realism of Training. The conditions under which training is given should approximate as nearly as possible those usually found in the occupation or job for which training is given. This includes equipment, standards of work, the kind of work done, the surroundings, and the general attitude toward the training. To assure this actuality, a constant liaison with business is, of course, essential.

(I am afraid that the following must be admitted: that business education, conforming to the fatal trend of all long-time education, has become more academic than ever—perhaps more academic, even, than academic training itself! We must jolt ourselves back to our vocational bases.)

Might it not be that the starting point, for making of business education what it can be, lies in making each individual course what it can be?

Experimentation and Improvement

The only way to keep business education—or any education—abreast of the field is to keep ourselves and our courses abreast with the newest educational developments. Because too many business educators have failed to observe the progress of general education, our offerings have settled deeper and deeper into academicism, deeper and deeper into the rut of its inheritance.

Research has not played the part it should. Research can furnish teachers and leaders alike with effective teaching methods, materials, and objectives. Business education research has rarely been significant, when viewed against the backdrop of what we need to know and want to know.

Experimentation, which is possible in every class in every school in every community, has not been ventured. Instructors have preferred to guess at their success rather than experiment with methods and materials.

Observation of what has succeeded and failed in other areas of vocational education, and observation even of what has succeeded and failed in business education itself, has seldom been comprehensive, conclusive, or even taken seriously.

Supervision by competent state authorities, which could bring great improvements and discoveries and learnings to all of us, has been nonexistent in some states, feeble in others, and unqualified in some. There are states where the authority in charge of business education knows nothing about business education.

Advice, which is to be had from local advisory committees for the asking, is not asked

for in most communities. Virtually every service organization—Kiwanis, Rotary, and so on—has an “education committee”; but few communities invite these committees to give advice on school policy and school training.

These lacks of business education, these missing pieces of an important puzzle, are not named here simply as an indictment or as a criticism of business education; they are listed as so many regrets for which we must stop grieving and which we must start correcting.

Recommendations

Let us repeat that last sentence: “These lacks of business education . . . are not named here simply as an indictment or as a criticism of business education; *they are listed as so many regrets for which we must stop grieving and which we must start correcting,*” for that is the spirit of this review.

I am going to make some recommendations, some summaries of the foregoing hints for bettering our work; but to whom am I making them? Am I speaking to the state chiefs of business education? No, even though I am not ignoring them and their vital place in our problem. Am I speaking to the heads of our teacher-training institutions? Only indirectly; though, again, I do not wish to ignore their key importance. I am addressing these recommendations to the teachers of business education themselves, for it is they who must recognize the imperfections in our work and do something about them. It is the business teacher, whether he teaches shorthand or retailing, who must bring his own work up from its routine; who must enlarge his horizons to see where other business-education possibilities exist; who must train himself for the leadership we need for tomorrow.

Business teachers, I hope, will make these firm resolutions:

1. That we shall enlarge public vocational business education to meet the needs of all ages, all groups, all abilities, in school and out of school, so that any person who can benefit from any kind of vocational training may have that training.

2. That we—administrators, guidance personnel, teachers—shall not wait for customers to seek us out. Rather, we shall sell our schools and our work to our communities, so that they turn to us for, and with, help.

3. That we shall expand our curricular

offerings to give diversity, so that we may more adequately serve more learners.

4. That we shall refuse to maintain a *status quo* simply because it is traditional, just as we shall refuse to discard the traditional until we have something better to replace it.

5. That we shall demand job-efficiency standards for our vocational objectives.

6. That we shall rank vocational education as the equal of academic education.

7. That we shall skill ourselves in the techniques of guidance and support to the utmost every guidance effort on every administrative level.

8. That we shall strive for the flexibility and variety of course offerings required for diversified training in every city of 10,000 or more in population.

9. That we shall boost every effort to provide corresponding facilities and courses for those in smaller towns, through sponsorship of regional business centers served by—if necessary—itinerant instructors.

10. That we shall in our courses utilize the training facilities open to our students beyond the schoolroom walls, just as we shall ourselves promote the use of classrooms for out-of-school groups that need these facilities.

11. That we shall familiarize ourselves with the best educational practices and adapt and adopt these practices to business education.

12. That we shall seek to broaden the base of business education so that our offerings match employment opportunity. Whatever training is needed we shall give, whether it is store training, office training, or related special business training.

13. That we shall closely scrutinize research and shall experiment continuously, so that our practices of instruction, guidance, follow-up, placement, and liaison mature profitably for ourselves; and that we shall

ourselves report these achievements for the assistance of our professional associates.

14. That we shall observe but not be chained to the activities of other vocational fields.

15. That we shall obtain occupational experience and constantly demonstrate our occupational competency.

16. That we shall co-operate to the utmost in programs for reorganizing, reanalyzing, restating, and rebuilding business education; and that we shall always do this aggressively rather than defensively.

17. That we shall try both to qualify ourselves for leadership and to encourage others to do the same.

18. That we shall sponsor and co-operate with an advisory committee of businessmen and professional associates.

19. That we shall institute the most desirable practices for selecting, rather than drafting or accepting, vocational students.

20. That we shall base the instruction of every vocational business course on job analyses and follow-up studies of our graduates.

21. That we shall conduct our vocational business courses under conditions that equal, or approximate as closely as possible, those under which the related job itself is performed.

22. That we shall accept the full responsibility for making our vocational courses 100 per cent vocational.

Conclusion

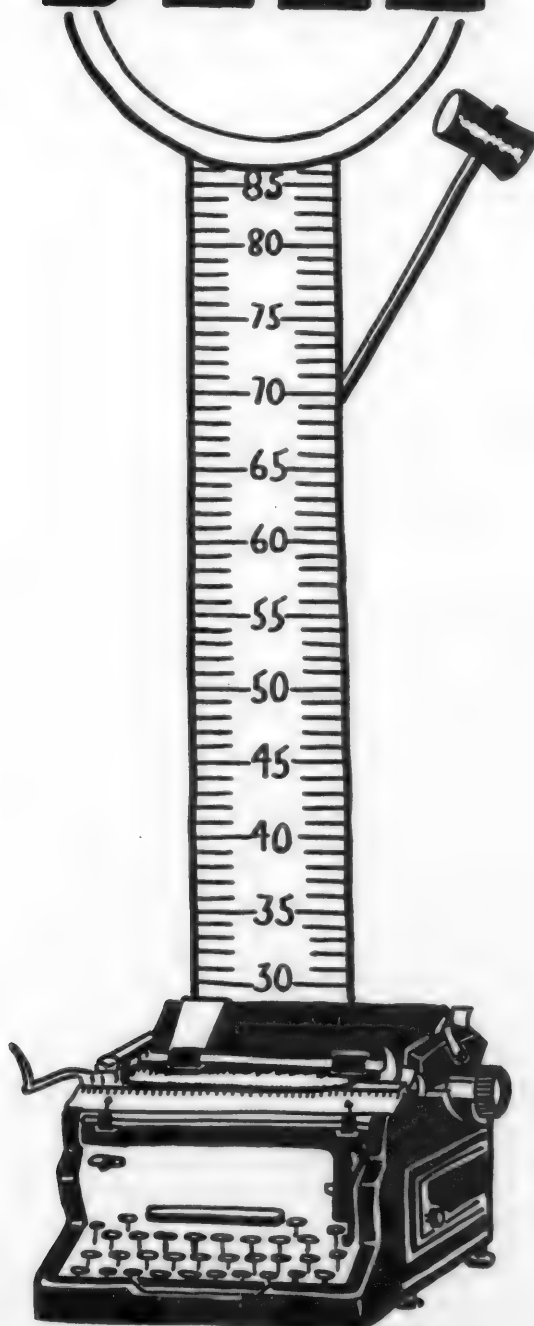
Business education, despite the fact that it is doing a tremendous job right now, is not doing that job well enough. It never has fulfilled its potentialities.

But business education has never had a greater opportunity to fulfill its potentialities than it has at present. The way is clear. We need but resolution to get started toward fulfilling potentials.

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RINGING THE BELL ■ *Suggestion for motivating typing students, submitted by Miss Enice E. Fitts, head of the Commercial Department at Highland Park, New Jersey, High School: Remove the page and fasten it to a cork bulletin board. Type the name of each student on a small card to which a colored string is attached. Arrange the cards around the drawing. Attach a pin to the free end of each string and insert the pin on the chart at the student's speed level. As speed advances, pin climbs. Whether or not students ring bell, this device rings the bell with them!*

Who Will Ring the **BELL**



I Believe in Convention Values

■ **RAYMOND C. GOODFELLOW**
Director of Business Education
Newark, New Jersey

THOUSANDS of conventions are held every year. Millions of persons attend them, in every area of human interest. Why? Because it is natural and laudable for men of like interests to want to come together, to get to know each other, to share each other's discoveries, to work side by side for the betterment of their mutual interests. Business educators, like other professional workers, do want to meet, to become acquainted, to share, to work, to promote, and to improve together. That is why we have business-education conventions; and because conventions are serving these needs, attendance has been growing and enthusiasm running high through the years.

It is regrettable that some of our well-known business educators have in recent years reversed the pattern of leadership expected of them. Instead of offering constructive criticism, they have tried to develop a personal popularity among some malcontents by loudly stating their negative criticisms. It may be that our convention programs are indebted to these criticisms; it is more likely that the general parlor game of deprecating our organizations' leadership has been a brake on progress—though, fortunately, not a very effective one. To one who has, like this writer, been active in professional organizations, however, it is always slightly amusing to note that those who denounce conventions most are always the first to arrive and the last to leave!

Fortunately, our annual hundreds of con-

ventions have continued to serve the very real needs and demands of teachers. Fortunately, our younger teachers, who could not be expected to have historical pride in our associations, have the professional pride and ambition and zeal that brings them to our meetings despite the deterring words of some critics.

Why Conventions Are Popular

Business teachers are fortunate: few areas of the teaching profession have so complete a network of worth-while local, state, and regional organizations. That teachers want and appreciate the service of these associations is amply demonstrated by the constantly growing popularity of their conventions, the increase in attendance, the enlargement of programs, and the growth in membership. The writer has followed the growth of two of our national organizations for the past two decades—the National Business Teachers Association and the Eastern Business Teachers Association. Both associations have made a substantial growth in membership and in convention attendance every year!

The question may be asked, "What has contributed to this growth?"

There are several answers. One is that our conventions bring together publishers and the people who use their books—to the pleasure of both parties. Another is that our meetings bring together the manufacturers of office equipment and the people who train students to use that equipment—to the pleasure of both parties. Both publishers and manufacturers bring to the conventions their most expert technicians, demonstrators, authors; why, teachers derive more knowledge, inspiration, understanding, and specific teaching aids in three days of browsing around convention exhibits than they could acquire in weeks spent in visiting each concern individually—if that were even possible!

■ *"Baiting" conventions and deprecating their values have recently become an indoor sport among some business educators; but, in this article, Raymond C. Goodfellow, veteran worker for many professional organizations, replies with spirit and pride in behalf of those thousands who enjoy the leadership, fellowship, and the inspiration of our many business-education conventions.*

Another reason for growing attendance at conventions is the need for sharing and discussing our mutual problems. People with problems come to conventions and find the answers. Sectional meetings at our conventions, where like specialists assemble, are to business education what the Round Table of the Air and the Town Meeting of the Air are to radio audiences: spontaneous, practical discussions of our problems. The leaders of those sectional meetings devote much time and thought to the preparation of programs and of papers; and audiences appreciate them.

Young teachers, particularly, seem to appreciate the opportunity for personal contact with the leaders of our field. At a convention, the youthful educator meets top administrators in both public and private school fields, from secondary school to collegiate levels. He meets authors and authorities and experts. He gets to know people and, better still, gets people to know him. More than one casual introduction at a publisher's booth has resulted in professional advancement of a business educator!

Moreover, the opportunity for participation in convention programs serves a dual purpose—it not only helps an individual teacher find the answer to an educational problem, but it also puts the public spotlight on the hard-working members of our profession who deserve recognition. Conventions can be stepladders to success.

In analyzing the success of our various associations, we must give much credit to our private schools, for they originated the idea of our present convention system. Fifty years ago, very few business teachers were in service in the secondary schools; today, two-thirds of our professional associates are in this area. Private schools have inaugurated our organizations and sustained them continuingly, and it is due largely to their efforts that the public and private schools of business education have worked for so many years side by side in complete harmony.

Organizations Must Have Members

Every organization must have members, obviously. Normally, the recruiting of membership is conducted by a semiformal announcement circularized among interested teachers. The announcement outlines the



Can you take over? I want to see the E.B.T.A. "teaching the switchboard" demonstration.

tentative program for the new membership year, the benefits to be derived from membership (always grossly understated, it seems to this writer), and a reminder that dues are payable. If this professional announcement and its distribution can be termed a "drive" (and, unbelievably, there are those who disparage any solicitation for memberships), let us continue to have "drives," bigger, better, stronger ones. Too many teachers are unaware of the values of conventions; we must give them opportunity to share those values. We must also give them opportunity to make their professional contribution to our organizations.

In Summary

Those who have sampled conventions and found them not to their liking are well advised to stay at home. For the thousands and thousands of business teachers, however, who welcome a jaunt to a convention; who want the values of contact, friendship, professional help, professional growth, and opportunity for leadership for themselves; who want to keep in the stir of what is what and who is who in business education, my advice is to plan now for attendance at your business-education conventions. Professional membership is the professional insurance of business teachers.

I Have Stopped Speaking—For Free

■ Writes **HAROLD J. MAHONEY**
Supervisor of Guidance Education
Connecticut State Department of Education

I HAVE stopped making speeches. I have stopped speaking because everyone else is busier than I am. I am, or I should say that I was, a member of the naïve fraternity of free speakers. You know the type: I appear at Kiwanis luncheons or the P.T.A. Open House or the Junior Chamber of Commerce Kick-Off. Free.

You have met me before, but probably don't remember it because I am the speaker whose name is always mispronounced when I am introduced. I am the fellow whose title is always confused. I speak on a topic that is defined one way on the program, but which is completely different from that assigned to me by the program chairman. Don't misunderstand me. I don't care particularly if the audience doesn't know my name. Who I am or what I do exactly is not of profound significance, nor is the title of my talk.

What I do resent, however, is that no one wants to listen to me. Now, I am not the worst speaker in the world, nor am I the best. In respect to the latter I labor under no illusion. The fact remains, however, that I have been called on repeatedly to speak to a variety of groups. I used to enjoy this and welcome the chance to provide people with a better understanding of our great social enterprises. Yes, I will admit it: I was flattered, also. Wouldn't you be?

In retrospect, I suppose that I was called on because I gave a fair talk, but it was of no little significance that I was "for free." Well, almost: Once in a while I did eat. Between the verses of a rollicking song I could manage to stuff some uncooked veal and cold potatoes into my mouth. I must confess, however, that during the war it wasn't a bad racket. Where I come from, food was so scarce that even the crows carried ration books and a good piece of liver was nothing to choke about.



LET ME illustrate what I am trying to get at. The telephone rings and in my best public-relations voice I swell out, "H-e-l-l-o." Coming in so smoothly that I feel like an amateur, a voice says, "Mr. O'Dogood, this is Mr. Busybee, program chairman for the Social Pressure Club. At our meeting on next Tuesday at twelve noon, we would like to have an outstanding speaker on jubilant delinquency. Naturally, we turn to you, and I am wondering whether you could plan to be with us. We want to arouse our community to action and need you to start us off."

With my ego properly inflated, I look over my date book. Although I have an engagement that will be finished at 11:00 a.m. in a town 30 miles away from the meeting place, although I have another engagement an equal distance away at 3:00 p.m., and although I have an evening speaking date—for free—plus a desk piled high with work, I do have a couple of hours between times. And, inasmuch as I am the only person in my state who can do the job, I reply, "Yes, I can make your meeting and will be happy to do so."

"Naturally," says the trapper, "we have no fees for expenses but I do hope that you can make luncheon." Naturally. With the customary niceties we close the deal. He is happy because he has a speaker—for free—



The last straw was the club president who placed his watch, a big one, on the table at 1:10 p.m., told me to get started if I had anything to say, and cautioned me not to go beyond 1:25 p.m. "Pretty busy, you know."

I HAVE stopped speaking for many other equally valid reasons. May I provide one more illustration?

I have stopped speaking because every time I open my mouth it costs me money. I will ignore the dollar value of the time spent in preparing a talk, in traveling, and in presenting it. A fair estimate would place the total at about five hours. (My milkman averages \$1.56 an hour. That multiplied by 5 would represent \$7.80. But let's not count what I would make if I were delivering milk instead of a speech. Let's approach the problem from another angle.) More often than not, on the way to address a group, I have to buy my own dinner. On the way back, a cup of coffee is in order; sometimes I feel that I have earned it. Of course I am the first to admit that it doesn't make sense that I have to pay myself for what I think I have earned by working for someone else, but that is not particularly relevant. Let's be conservative and say sixty talks at about one hundred dollars.

One hundred dollars is real money in my business. If I ever had enough money to buy a new car, for example, that one hundred dollars would take care of the heater that comes with it, or the radio that comes with it, or the slip covers, or the hundred and one other items that the guys who are too busy to listen to my talk are out promoting.

Do you have an idea of what I'm saying? *Not only does no one have the time to listen to me, but I have to pay for the privilege of talking to myself!*

and I am temporarily stimulated because of the singular recognition that has come to me.

So, I appear at the meeting, am introduced to the local dignitaries, and sit down to luncheon. Then it starts. To illustrate what I am trying to get at, I have kept an account of the last fifteen club meetings that I have attended and the following averages have resulted:

Six persons each meeting have come to me during luncheon and said that they wished they could stay to hear my talk but *they were pretty busy* and must leave right after lunch.

The program chairman has said at least twice each meeting, "Don't be disturbed if you see people get up and leave while you are talking. *Most of us are pretty busy, you know.*"

I am cautioned three times each meeting not to talk over twenty-five minutes, "the boys have a heavy schedule, you know."

WHAT THE DEUCE DO THESE "BUSY" PEOPLE THINK I DO FOR A LIVING?

■ *What do speakers think about people who are too busy to stay in the audience? State Supervisor Mahoney told the Willimantic, Connecticut, Rotary Club members what he thought—frankly and riotously—and his associate, Paul M. Boynton, state supervisor of Business Education, persuaded him to put his talk on paper for B.E.W. readers. This is a "must" article for every program chairman and convention-goer. You will read this twice.*

"When You Teach, Teach, Don't Test"



This is the seventh of ten commandments for the teaching of shorthand, by CLYDE I. BLANCHARD

WHEN I am teaching, I must teach, not test. To make this statement absolutely clear, let me say it in another way: Although I must both teach and test, I must not test until after I have taught enough skill to be tested. I also must not test unless my students benefit from the test.

When I am teaching, I am guiding and encouraging my students. When I am testing them, they are "on their own." Students do not build a skill very quickly "on their own." My major job, therefore, is to *teach* my students to build shorthand skill as rapidly and as easily as possible.

Teach 90 Per Cent Of the Time

To be more specific, I divide my classroom time into 90 per cent teaching and 10 per cent testing. In other words, I do not feel that my students would benefit from a test given oftener than once every ten periods.

Before I became critical of my own teaching procedures and began to analyze the objective of each procedure, I did not realize how easy it is for shorthand teachers to follow a testing procedure when they think they are teaching; how easy it is to criticize imperfect notes instead of rewarding earnest endeavor.

Eliminate Punishing Penalties

I used to have a grading plan, for example, which I followed whenever I gave a timed dictation to my class. The plan was something like this: I would deduct five points for every incorrectly written brief form, five points for every outline written with faulty proportion, three points when the student did not phrase as he should, and so on. My students

were conscious of this grading plan all through the timed dictation. They knew that they were going to be *penalized* for every mistake they made in their notes. I was *testing* them on their ability to write certain material at a certain rate of time. I was not helping them to increase their speed. I was not teaching them.

You cannot build speed by penalizing students for the errors that they are certain to make when trying to write at a higher speed. You might as well save your breath and your time.

Remove the Bumps In the Road

I changed this testing procedure to a teaching procedure by *helping* the students to remove the bumps in the road through practice on previews, through the use of the Pyramid Plan (described under my Commandment Number Six), and by eliminating all grading penalties. By means of this *teaching* plan, each student feels absolutely free to push his speed to a higher level; and he feels confident that he can achieve this new goal. Because of the help and encouragement given him, he does attain this higher level, although at first at some sacrifice to the desired standard of accuracy.

Accuracy, A Matter of Timing

Please do not misinterpret my procedure and infer from it that I discount accuracy. Accuracy in writing shorthand is and always will be essential. Striving for accuracy, however, is a matter of timing. It must *precede* striving for speed, during theory and penmanship practice. It must also *follow* striving for

speed. After the student has accomplished the speed objective set for him by his teacher, both he and his teacher have the necessary raw material on which to work for accuracy improvement. Outlines that caused trouble on the higher speed level can be segregated from the other outlines and perfected. Other inaccuracies can be eliminated; and, through further training, utilizing the student's ear, eye, and hand, his accuracy will be brought up to as high a standard as his speed.

Use the Blackboard Constantly

The teacher who teaches through the eye by means of the blackboard rarely has much to worry about regarding the accuracy of his students' outlines. As the students observe the artistic shorthand notes of their teacher and strive to imitate them, they experience the pleasure of writing fluent and graceful outlines; and they enjoy improving their shorthand notes. Doctor Gregg has always considered the blackboard the teacher's greatest visual aid. In his very helpful book, *The Use of the Blackboard in Teaching Shorthand*, he says:

"Hardly any other subject in teaching lends itself so well to blackboard illustration as does shorthand. Shorthand is essentially *writing*, and the blackboard is the ideal medium for conveying to a number of students the ideas you wish to express. You can teach them more in a few well-executed outlines on the board than you can by many minutes of talking, for there is much truth in the old saying that 'seeing is believing.'

"... It's the teacher's job to make students understand and believe that shorthand is something in which both hand and eye can delight—an art to be loved for itself, and not simply as a means to an end. And the teacher can make them understand these things only by showing them—by showing them artistic writing, not just once, but all the time, so that they will come to *think* artistic shorthand and to *write* artistic shorthand, which means legible, easy, and swift shorthand."

Dictate As a Teacher

The teacher must also realize that he can teach through the manner in which he dictates and uses his voice as well as through the preliminary preparation for the dictation. It is easy to dictate in a way that handicaps students. I have often classified dictators in four types: the tester, the businessman, the "fuss-button," and the teacher.

The *tester* type of dictator is the one who

dictates in measured tones, giving the students absolutely no aid whatsoever through special emphasis on shorthand phrasing and other points that would help them write the take. In other words, the students are absolutely on their own and are writing under testing conditions. This type of dictator should be restricted to testing situations and does not belong in a teaching situation where the students are trying to increase their skill.

The *businessman* type does not belong in a teaching situation until the students have completed their shorthand course and are being given final training in an office-practice class for a stenographic position. It is difficult enough for students to increase their speed through dictation at an even pace controlled by a stop watch without having to overcome the additional difficulties involved in the dictation of the average businessman.

The *fuss-button* type of dictator before he starts to dictate has created an unfavorable atmosphere that almost wrecks all possibilities of speed building. This type of teacher generally precedes his dictation with a complaining, critical lecture to his students on their transcription errors and their writing and reading faults and their lack of preparation. When he finishes his lecture and is ready to build speed, his students are in a mood to do anything but try to build speed. The tone of the fuss-button's voice while dictating usually matches his critical and complaining attitude and seriously handicaps his students' writing fluency. He has done less than nothing to encourage them to improve their skill. If he must lecture his students, he should delay the lecture until *after* their skill-building practice.

The *teacher* type is the coaching type, the inspirational type, of dictator. He realizes that, in order to write faster, his students must be coached just as athletes are coached on the track or in any other athletic sport. Much more than a knowledge of shorthand is involved. There must be a determination to win. There must be an expenditure of additional physical and mental effort, or the higher goal will not be attained. And, just as the successful athletic coach has been a successful athlete and knows from firsthand experience where and when help is most needed, so the teacher who is building shorthand

FEATURES

Everyday Grooming and Jobs

Keeping Books for the Spartan Sporting-Goods Store

THOUSANDS of papers are still being received daily by the judges of the B.E.W.'s Eleventh International Bookkeeping Contest. If you haven't sent in your papers yet, remember that you have until midnight, March 19, to get your entries postmarked and into the mail. If ever there were a testimonial to the fact that bookkeeping teachers find bookkeeping projects worth while, the record participation in our 1948 International Contest is such a testimonial!

Hungry for "more of the same"? Want to continue that excitement which pervades your bookkeeping class? Want another crackajack contest project to interest your students, to set the stage for more eager learning, to make students *want* to improve their penmanship and bookkeeping understanding?

Then, as soon as you finish the International Contest project (see the February B.E.W. for complete details about *that* contest), try this month's challenging, straight-out-of-business contest project!

Solution of the problem will require not over a period or two of class time. It may be assigned, if you prefer, as an extra-credit job, or even for an O.B.E. club activity.

[*Note.* A charter for a chapter of the Order of Business Efficiency will be issued on request to schools with ten holders of B.E.W. achievement certificates earned on either bookkeeping or transcription projects. Nearly 200 active chapters have been reporting their activities to O.B.E. Director Claudia Garvey.—*Editor*]

FOR additional motivation, submit problem solutions to an impartial board of examiners in New York City, who will grade, correct, criticize, and evaluate all papers and will award an attractive two-color Certificate of Achievement to every student whose solution meets

[illegible]

The B.E.W.'s March project-contest for book-keeping students edited by MILTON BRIGGS

business standards. Moreover, all papers submitted before the dead line (April 12 for this March project) will be considered for special prize awards in our contest. Prizes, certificates, criticism—that's how the B.E.W. aids the class-work of bookkeeping teachers!

Rules for Our B.E.W. Monthly Contests

Five simple rules govern our monthly contests:

1. AWARDS. First prize in each division, \$3; second prize, \$2. Honorable Mention, a scholastic achievement certificate suitable for framing. Every satisfactory solution, a two-color Certificate of Achievement (pocket size).

2. **CLOSING DATE.** April 12, 1948. Send solutions (not less than five) to the B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York, postmarked on or before April 12.

3. IDENTIFICATION. Send a typed list *in duplicate* of the names of students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate of Achievement, "B" for a Senior Certificate, and "C" for a Superior Certificate. (Certificates must be earned in order.) Have student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner of each paper submitted.

4. **FEE.** Remit 10 cents for each paper, to cover in part the costs of examination, printing, and mailing.

5. JUDGES. Milton Briggs, Claudia Garvey, and Alan C. Lloyd. (Turn page, please)

If you have never tried one of our bookkeeping contests, you do not know how they excite bookkeeping students. Try this month's project as welcome relief from class routine, and see for yourself how it stimulates your students. You can even send in the work of the best students for certification and as entries in the prize contest.

SELECTED TRANSACTIONS OF THE SPARTAN SPORTING-GOODS STORE

March, 1948

- 1 Stanley Spartan, the proprietor, invested an additional \$1,000 in the business.
- 3 Purchased merchandise on account from Drown & Durrell, Boston, \$163.34.
- 6 Sold merchandise for cash, \$530.49.
- 8 Paid store rent for month, \$125. (Operating Expense.)
- 10 Sold merchandise on account:
George Allison, 39 Court Street, \$43.48
Norman Borden, 931 Morgan Street, \$29.38
- 11 Returned to Drown & Durrell merchandise bought March 3, \$11.63. Credit was allowed. (Credit Purchases.)
- 12 Paid electricity bill, \$25.04.
- 15 Allowed credit, \$4.98, for merchandise returned by George Allison. (Debit Sales.)
- 16 Bought merchandise on account from Ayres & Allen, New York City, \$89.92.
- 18 Mr. Spartan withdrew cash, \$75, for personal use. (Debit Capital.)
- 20 Sold merchandise on account:
George Allison \$75.
Norman Borden \$29.45
- 22 Received a check for \$50 from George Allison in part payment of account.
- 23 Sent Drown & Durrell a 30-day promissory note, \$100.
- 24 Sent Ayres & Allen a check for \$50 to apply on account.
- 26 Paid telephone bill, \$8.95.
- 27 Cash sales since March 6 total \$1,879.38.
- 29 Purchased merchandise on account from Ayres & Allen, \$296.04.
- 30 Mr. Spartan took merchandise for personal use, \$19.50. (Credit Purchases.)
- 31 Received a check for \$25 from Norman Borden to apply on account.
- 31 Sent Ayres & Allen a check for \$175 to apply on account.
- 31 Cash sales since March 27 total \$982.21.
- 31 Bought a typewriter, \$125.50. Paid cash.

THE THREE ASSIGNMENTS

ASSIGNMENT A (for a junior certificate)

Journalize all transactions. You have your choice of forms: (1) a simple General Journal; (2) a columnar journal form; or (3) five books of original entry—a simple Purchases Journal, a Sales Journal, a Cash Receipts Journal, a Cash Payments Journal, and a General Journal. Use both sides of regular bookkeeping paper or of properly ruled plain white paper.

ASSIGNMENT B (for a senior certificate)

Work Assignment A; then post all entries to General Ledger accounts. Use both sides of ledger paper and only the necessary number of lines for each account. Submit only your ledger for certification.

ASSIGNMENT C (for a superior certificate)

Work Assignments A and B; then prepare a Trial Balance as of March 31, 1948, on two-column journal paper or on properly ruled white paper. Submit only your Trial Balance for certification.

How to Administer the March Contest Project

First, duplicate copies of the transactions listed at the left (box), so that every student may have a copy and will know what are the three different certificate-winning assignments. (These transactions can be dictated, or written on the blackboard, if you cannot have them duplicated for your students.)

Then, read the following general instructions to the class:

"Congratulations! You have a job—for a period or two, at least. You've been employed as a bookkeeper for Mr. Stanley Spartan, proprietor of his own store, the Spartan Sporting-Goods Store.

"He wants to see whether you are a capable junior, senior, or superior bookkeeper; so we have obtained a copy of his transactions for the month of March. He has listed three different jobs (well, *assignments*) for you to do. Naturally, because you want to do a businesslike job on these assignments, you should use pen and ink and demonstrate your very best penmanship.

"Those of you who do especially well, you will be excited to know, will have your work sent to THE BUSINESS EDUCATION WORLD magazine for certification as an efficient bookkeeper. You'll get a certificate you can show to future employers if your work is well done, and you may even win a prize and national publicity!"

Suggestions for The Teacher

Teachers may make such use of the following aids as they feel necessary.

Account Titles. We suggest, for use in journalizing, the following account titles: Cash, Accounts Receivable (or accounts with individual customers), Equipment, Accounts Payable (or accounts with individual creditors), Notes Payable, Stanley Spartan—Capital, Sales, Purchases, and Operating Expenses.

Trial Balance. The correct total for the trial balance of differences is \$4,782.58.

A Look at the April Contest

In next month's contest, students are called on to prepare a work sheet, or a simple statement of profit and loss, or a balance sheet for the Nancy Lou Dress Shop. They have a choice from three assignments, one for each part of the problem; so there are three different certificates the students can earn. And there will be more cash prizes for the students who submit the best solutions, too!

How to Order a Film

ANTHONY D'ELIA
Business Education Visual Aids
104 West 61st Street
New York 23, New York

Dear Sir:

Our school has just purchased a new projector. I would like to use motion pictures in my commercial classes and would appreciate any information as to where I might obtain visual aids for typewriting, secretarial studies, office practice, accounting, and so on.

Very truly yours,

IF YOUR SCHOOL has an audio-visual director, consult him for sources of films. If your school does not have such a director, give some thought to organizing and filling the position yourself. Your business background should prove very helpful.

Sources of Film Information

The principal catalogues of interest to business teachers are: The BEVA Catalogue, The Educational Film Guide, 1001 and 1, The Educator's Guide to Free Films, Index of Training Films, and hundreds of others—most of them free.

Three of the major magazines in the field of business education which continually carry information about new film releases are: *The Balance Sheet*, *The Business Education World*, and *The Journal of Business Education*.

Magazines in the visual field, also carrying pertinent information on current visual aids, are: *Educational Screen*, *See and Hear*, *Business Screen*, *Film World*, *Audio-Visual Guide*, *16mm. Reporter*, and *Film World*.

After reading a description of a film in a catalogue, or better, an evaluation, the teacher is faced with the problem of obtaining the

film on the selected date for classroom showing. The ideal arrangement, of course, would be for the school to purchase the visual aids needed for its particular program and to keep them on hand, ready for instant use. With the meager appropriations allotted for visual education at present, this is not a very practical step to take. The alternative of not using films at all is to make use of a film rental library, either publicly or privately operated.

The most difficult and important part of your audio-visual program, however, will be obtaining the films you have selected for use on the dates you feel they can be most effectively used. Therefore, the following suggestions are offered.

How to Place An Order

1. The Ideal Rental Order.

a. From the point of view of the rental library, the ideal rental order *should be sent in at least two weeks before the beginning of the semester and should cover the entire semester.*

■ Letters similar to the one shown in the box above are steadily increasing as more and more teachers adopt visual teaching methods and as more and more visual aids for the business field are produced. Mr. Anthony D'Elia, assistant manager of BEVA, a firm specializing in visual aids for business education, gives some down-to-earth directions for meeting a practical problem of visual education: getting the right film to the teacher for use in the classroom at the pedagogically correct time.

How to Order a Film

1. Carry out a successful search for films that meet your own teaching needs.
2. Send in your rental order at least two weeks before the beginning of the semester and cover the whole semester.
3. Specify the week or the month in which you would like to screen visual teaching materials.
4. Adapt your teaching program, if possible, to the date selected by the rental agency in the week or month you have designated.
5. State clearly, the exact *size* and *type* of aid you desire.
6. Specify the exact title and whether color or black and white.
7. Give alternate dates for each request and alternate titles, if at all possible.
8. Alternate dates must be at least one week apart. The 13th and the 14th, for example, are *consecutive* and not alternate dates.
9. Arrange with the audio-visual director of your school for projector and screening-room reservations.
10. State clearly, the shipping name and address, and the date on which you wish a film sent.
11. Film damage is charged to the exhibitor and should be paid promptly.
12. Send in attendance reports on free films immediately after screening.
13. Return films immediately after screening.

b. If possible, the rental order should be so flexible that it specifies only the month in which you wish to show the aid. The rental agency will select an available school day in that month for your showing and will notify you of the date selected, well in advance of the screening date. If this is not possible, list the week of the month in which you would like to screen the aid. Though there are exceptions, it is seldom absolutely imperative, from a teaching standpoint, that one certain day only be selected by you. The rental agency can then select an available day in the week you select, when the requested film is not in use by other exhibitors. You can then make the necessary slight adaptations in your teaching program to fit this selected date.

c. State clearly, the *size* and *type* of the aids you request and the *exact title*, for example:

- (1) 16mm. sound motion picture.

- (2) 16mm. silent motion picture.

- (3) 35mm. silent filmstrip.

- (4) 35mm. sound filmstrip.

- (5) If a sound filmstrip, the speed of the record must be specified (33 1/3 or 78 revolutions a minute).

- (6) Black and white or color should also be designated if a choice exists.

d. Alternate dates should always be given, and they should be at least one week apart. Alternate titles should also be listed. In the event of a possible cancellation or the unavailability of a film you request, an alternate title can also be forwarded. You will, therefore, not be left "aid-less" on a contemplated screening date.

If the foregoing general rules are carefully carried out and you receive confirmation of your scheduled dates from the booking agency, the next step is to arrange with the audio-visual director or other official of your school for reservations on the projectors you will need. Also, make arrangements for a screening room if your own classroom cannot be used. If possible, make arrangements for student projectionists to relieve you of the mechanical routine of film presentations so that you can concentrate on the educational aspects. If time permits, preview each film before classroom presentation.

2. The Time Element.

a. It is pedagogically impossible for a teacher to make out a film program four or five months in advance and to decide, so far in advance, on the particular day that a visual aid can be shown effectively. You will find through experience, however, that the more time given in advance of your requested date, the greater your chance of obtaining the aid on the date you desire. This may be difficult but not impossible.

b. In unusual cases, films may be obtained on short notice, even within a week of your request. But more often than not, you will find that requests on short notice cannot be satisfied.

General Information Teachers Should Know

Generally speaking, only motion pictures are available for rental. Slides, slide films (also known as filmstrips), and recordings for sound strips may be obtained on a direct purchase basis only. Most distributors, how-

ever, offer a free "preview with a view to purchase" on this type of visual aid.

If you borrow a free film, an attendance report will always be desired by the sponsor. Send this report back to the film library immediately after screening and help to keep good will in free film loans.

Film Damage

Film damage is a great bugaboo for the film library. It results in loss of customers, cancellations, interruptions in booking schedules, and loss of revenue while damaged prints are being repaired. As all film libraries maintain careful services for the inspection of each print after every showing and as they reserve the right to determine and assess customers for film damage, it may mean a large monetary loss to the customer.

To avoid film damage, be certain the sprocket teeth are in the sprocket holes of the film. See that the claw teeth are in the sprocket holes. Before turning on the electric current, turn the machine by hand for 8 or 10 frames to make sure that the film is properly engaged.

Also be certain that the film loops are sufficiently large. Tight loops may damage every sprocket hole in the film and make necessary a replacement of the whole reel.

Clean the gate so that small particles of dust will not ruin expensive film with bad scratches.

Watch the film as it goes on the take-up reel. Film that projects perfectly on the screen can be damaged after it passes the aperture.

Lest these warnings seem too doleful, let it be said that careful operators can and do run hundreds of reels without damage.

Return films immediately after screening, preferably the same afternoon of the screening date, for all films are booked on a consecutive schedule; and a succeeding exhibitor will be disappointed if films arrive late.

For mechanical use of visual aids, memorize the "Do's" and "Don'ts" listed in all catalogues:

1. Never use a sound motion picture on a silent projector. It is possible, though, to use a silent motion picture on a sound projector.

2. Do not rewind films after showing.

■ *The service of film libraries includes keeping in close touch with patrons through postcards like these.*

CONFIRMATION OF YOUR PREVIEW REQUEST

Thank you very much for your preview request. The filmstrips listed below will be sent to you for preview on the dates indicated. Except with special permission, filmstrips will be billed if return postmark is later than one week after the receipt.

Filmstrips	Dates
_____	_____
_____	_____

BEVA FILM BOOKING CONFIRMATION

Thank you very much for your film rental order. The films listed below will be sent to you for screening on the dates indicated. Please return them the same afternoon of screening date.

Films	Dates
_____	_____
_____	_____
_____	_____

BEVA FILM CANCELLATION NOTICE

Due to an unavoidable interruption in our booking schedule, we are unable to send you _____ for showing on _____.

However, this film is open for rebooking on _____ or _____.

Please return this card to BEVA as soon as possible to insure prompt confirmation of your rebooking request.

Please book the film listed above for my showing on _____ or _____.

REQUEST FOR ALTERNATE FILM DATE

_____ which you requested for screening on _____ is not available for this date. This film is open for booking on _____ or _____.

Please return this card to BEVA by return mail if you desire to rebook. An early return assures prompt confirmation.

Please book the film listed above for my showing on _____ or _____.

RECORD OF EXHIBITION

Film title _____	Date _____
Organization _____	Shown _____
Address _____	

COMMENTS

No. times film was shown _____	
No. of men _____	No. of women _____
No. of boys _____	No. of girls _____
Signature _____	
Title _____	

3. Be certain the film gates of your projector are carefully cleaned before each showing.

4. Have an experienced and responsible person project all films.

If the foregoing simple rules are carefully carried out, much additional and useless expense can be eliminated in your visual program.

Generally speaking, producers of films do not rent them. Local film sources should be consulted before writing to the producer for rental information.

A recent survey has confirmed the fact that the best way to ship films, from the point of view of all parties concerned, is "parcel post, special delivery."

Have one person in your organization responsible for arranging all film bookings. By doing this, you will avoid duplications and the extra expense involved.

If a film rental order, filled out by a visual director or other official, will be followed by a signed confirmation or purchase order from some other office, state such in your original rental order and have the signed approval marked in such a way that duplicate bookings will not be made.

Approve a bill for rental as soon as possible and see that prompt payment is made. You will then avoid a double payment and other incidental troubles in billing. Also, specify the person and department or organization you wish to be billed, the number of invoices required, and whether invoices must be filled out on the buyer's forms and notarized. It might be added that some libraries require payment with the order.

When Films Are Delayed

The rental agency has benefited by experience in getting the right film to the user at the right time. Hence, if you follow these general rules and suggestions, the rental agency will be able to handle orders much

more efficiently. It should be understood, however, that, while the human element is involved, there may always be a cancellation of a scheduled booking; and, in rare instances, films will be received too late for showing. Then again, weather conditions, strikes, or other shipping conditions beyond the shipper's control arise from time to time and disrupt the shipping schedule of a rental agency.

Actually, about 95 per cent of film shipments arrive on time. Of the late 5 per cent, 4 per cent arrive one day late and therefore are usable in most cases, since most film libraries permit films one day late to be kept over for screening.

Regardless of the type of film library that supplies you with the visual aids that make your teaching more concrete and meaningful, you are engaged in a complex, co-operative effort.

On the library side, you have the services of the technicians who select and produce visual aids to meet your needs, bookers, shipping clerks, film inspectors, bookkeepers, and the expressman and mailman.

On the school side, it is the co-operation of innumerable and widely scattered, pioneering teachers, principals, directors of visual education, superintendents, supervisors of business education, and others, which makes possible the use of a large and growing number of specialized motion pictures and filmstrips at relatively low per-pupil cost.

Mistakes, forgetfulness, inefficiency, indifference, or negligence on the part of any person in this co-operative enterprise interferes with the right of numbers of other teachers and students to the benefits that can be obtained from a good audio-visual program.

On the other hand, a smoothly functioning rental system, cheaply disseminating an ever-increasing number of ideas-on-film to wider and wider learning areas, will contribute immeasurably to the effectiveness of the teachers who strive toward the goals of education.

.....

ARTYPER TOURNEY ■ *The Tenth Annual Artistic Typing Contest has been announced for this year by JULIUS NELSON (4006 Carlisle Avenue, Baltimore 16), who is offering an Underwood Portable Typewriter as first prize and numerous medal awards for other outstanding entries. [See Mr. Nelson's alphabet on page 429.]*

THE topic, "Life Insurance," is valuable and interesting to young and old. Every pupil is affected by the cost of insurance and by the benefits. Because our American family is a co-operative social and economic unit, life insurance is of interest to each member of the family. *Here lies our interest motive.*

Put another way: What happens to the economic status of a family when the principal wage earner dies if no life insurance is involved? What would happen to the family if the cost of insurance rises and so reduces household operating funds excessively? What happens if the cost of insurance takes too large a share of the budget because the insurance includes other than essential needs?

Startling, isn't it, when analyzed from this viewpoint? The first question involves *need* for life insurance; the second involves *costs* and *ability to pay*; the third, *coverage* in relation to the financial ability of the family to pay. In these questions lies the motivation for successful learning and carry-over into the present and future life of the individual—and the key to successful teaching of this topic. Questions such as these fire the imagination of the pupil and are strikingly different from the casual approach too often observed. You know the approach—What is insurance? What kinds are there? What is the difference between term and straight-life insurance?

How to Start a Unit On Life Insurance

Start by having pupils write brief answers to the preceding family-interest questions. Don't do anything with the answers yet—file them. Then, invite a local insurance man to talk to your students for twenty minutes on the topic, "The Tragedy That May Result If There Is No Life Insurance." Ask him to present cases—real ones—and to stick to cases. Perhaps he can give a "blessing" case, too. Be sure to give the insurance man a "credit line," but ask him to make the talk educational and not an attempt to sell *his* insurance. (I have checked with four large insurance companies and have been informed that they are happy to render such service.)

A Q-SAGO Unit on "Life Insurance"

WILLIAM POLISHOOK
Temple University
Philadelphia, Pennsylvania

Sixth in a series for teachers of elementary
business training, edited by Lloyd L. Jones

Now the stage is set, and you are ready to *study* about life insurance. After this talk, develop the leading questions, the Q's; and refer the pupil to his basic text for background reading about life insurance.

Another motivating device is the film, "The Search for Security," (16 mm., sound, 20 minutes, free from BEVA, 104 West 61 Street, New York 23, New York), which may serve in lieu of an insurance representative. It may also serve as a summary at the end of the unit.

Student Activities Are Fundamental

In line with the philosophy that student activity is excellent motivation, place a box labeled "Life Insurance" on a table and ask students to bring to school real items concerning life insurance (premium requests, sample policies, printed literature from insurance companies, rate sheets, and so on). Ask that their names be written on these contributions, and honor those who do bring something: have a "special merit" list on the front blackboard, where the class secretary records the names of those who bring in contributions. These contributions, of course, are for the use of all activity committees.

The teacher's goal is to drive home these points above all others: (1) life insurance is a co-operative risk-sharing plan; (2) the basic cost is for "protection"; (3) all other benefits cost extra; and (4) the principal wage earner should carry the bulk of insurance, in proportion to his ability to pay.

The order is unimportant but the concepts are important. Student activities should em-

phasize them, and an adequate testing program should be worked out to be sure that these concepts have been learned.

Young people love to do real things. From childhood on, youth wants to play a real part in things. Good teachers recognize this and use techniques to tap this basic interest. In line with this concept and also to bring home the message of the unit, try the following activity for either individuals or committees:

TOPIC	TECHNIQUE
1. Some Do's and Don'ts About Life Insurance.	a. Make a check list. b. Ask your family to check it in terms of: I do or I don't.
2. A Talk to My Parents About Life Insurance.	a. A letter written home. b. Mail it and ask for a reply.
3. A Life Expectancy Study of My Family.	a. A chart.
4. Life Insurance Needs at Different Ages for My Family.	a. A report to be taken home.
5. Life Insurance Costs for Members of My Family.	a. A table to be taken home.

A final summary project may be an oral or written report on "What I Have Learned About Life Insurance." Students should be aided with an outline showing the items to be included in the report, a pattern of: topic, introduction, explanation of topic, body of material, summary, and suggestions for using the information. This particular activity might be a forum discussion or a formal committee report, in lieu of an individual paper.

Test for Information and Attitudes

At the end of this unit, the teacher should test two things: information and attitudes.

Testing information is familiar to every business teacher, but testing attitudes is a new test for some. It is possible to test a student's attitude toward a topic by such problem-solving questions as the following.

Situation. You are one of a family of four. Your father earns a modest income—not enough to be well off but not so little that there is need.
1. Would you advise your father to (check the one that you would advise):

A Q-SAGO OUTLINE

QUESTIONS — whose answers lead students to grasp concepts

1. What is insurance, life insurance, premium? Why do we call it insurance? What kinds are there?

2. Who owns life insurance companies? Who gets the profits?

3. Who buys it? For whom? Can we get along without it? Why?

4. What does protection cost? What do other services cost? Who should be insured — and how much?

5. Is honesty important? Why? Who works in the insurance offices? In the field?

6. Salesmanship ability
Office skills
Fundamentals—3 R's

7. Good personality?
Honesty?
Accuracy?
Neatness?

SUBJECT matter — references for finding desired answers

Our Business Life,
pages 174-183.

Elements of General Business, pages 92-98.

General Business,
pages 261-268.

Junior Business Training for Economic Living, pages 373-389.

Functions of Business,
pages 237-258.

American Business Law, pages 438-464.

Applied Business Law,
pages 424-436.

Sound Film: The Search for Security,
BEVA.

Pamphlets from American Institute of Insurance.

(Note: Required background reading will be in whichever text is basic in the course.)

- () a. Buy a car even if no money is left for life insurance.
() b. Buy new clothes instead of life insurance.
() c. Budget for some life insurance even if it means a sacrifice of some sort.
2. What would you do if your life insurance policy had a cash-surrender value of \$1,000.
() a. Buy a fur coat.
() b. Leave it alone.

FOR A UNIT ON: "LIFE INSURANCE"

ACTIVITIES — through which students find, develop, practice, emphasize, etc., the answers. Each activity focuses attention on related goal

1. *Bulletin board. Sample contracts, premium notices, applications, rate sheets. Visitor. How to Buy Life Insurance.*

2. *Reports. Mutual Life Insurance Companies. Stock Insurance Companies. Savings Bank Insurance Companies.*

3. *Drama. "Protect Your Dependents." Poster. Read Your Insurance Contract.*

4. *Graph. Comparative Costs of Different Insurance Plans at age twenty-five. Contest. Who can do ten life insurance arithmetic problems?*

5. *Analysis. An Ideal Insurance Agent. List. Workers in an Insurance office.*

6. *Bee on fundamentals. Who writes best? Who speaks best? Who adds most rapidly?*

7. *Panel. Is personality important? Skit. "It Pays to be Honest." Visitor. "The Importance of Personality in Business."*

GOALS — basic concepts to be emphasized in every unit

1. To be successful, any business must fulfill satisfactorily a needed service.

2. Our community is better for having the services of its firms.

3. We are all producers, distributors, and consumers.

4. To make wise and efficient use of business goods and services, we must be informed consumers.

5. A business worker must know where his job fits into the structure of business.

6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.

7. Proper personal traits (manners, willingness to work, grooming, participation in group activity, etc.) are essential in getting and advancing in a position.

OBJECTIVES — basic business concepts made permanent

1. Understanding of the nature of business enterprise.

2. Understanding of the place of business in community life.

3. Understanding of the extent to which we are all dependent upon one another's services.

4. Understanding of the advantages and disadvantages of the consumer's position.

5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.

6. Improvement in the personal skills (tools) demanded of all business users and workers.

7. Development of the desirable attitudes and characteristics demanded of all business workers.

The attitude taken by the student will be readily discerned by answers to items such as these.

And Now To Conclude

Return the papers on which students wrote answers to the three family-interest questions

on insurance. Now have some of the answers read (this is always an interesting experience!) and give the students a chance to indicate corrections they would make in their responses. If students are quick to modify their answers, the teacher will have a genuine gauge of pupil growth.

Aids for the Busy Transcription Teacher

A monthly feature conducted by CLAUDIA GARVEY

A GLANCE at our little calendar of B.E.W. transcription aids told us that it is March (Already! Just a few months before our transcription students are on their own!) and that the B.E.W. had promised two valuable aids for its readers this month. So, here they are:

The March "World's Worst Transcript"

On the opposite page is shown our "WWT" for this month. It is harder than ever; but don't believe us—try it for yourself. We'll bet that you won't be able to find the par number of errors (45 to 56 in the letter) in 5 minutes, nor will most of your students in 15! (Key on page 429.)

Suggestion. Duplicate copies of this WWT (or obtain them from us at 2 cents each), and challenge your students to find the errors. They will enjoy the game; at the same time, they will develop alertness and added skill in proofreading. If students do find a "par" number of errors, send their work to us for evaluation and certification for efficiency in proofreading. For complete details about certification and for more suggestions on the use of the WWT in class, see the February B.E.W.

Two Business Tests of Transcription Ability

We give you this month two "takes," either of which may be used for winning Junior Certificates of Transcription Achievement or may be used simply as challenging right-out-of-business dictation material. We suggest, in case you'd like to squeeze the utmost good from this material, that you use the first set to "warm up" the class and the second to spur the class to fullest effort: to strive for the transcription certificate.

Procedure for Earning Certificates. The names and addresses for the letters may be written on the blackboard. Dictate the test

SCHEDULE OF TRANSCRIPTION MATERIAL				
Issue	WWT	Junior	Senior	Superior
Sept.	x			
Oct.	x			
Nov.		x		
Dec.		x	x	
Jan.		x	x	x
Feb.	x			
March	x	x		
April		x	x	
May		x	x	x

materials (either set) at exactly 80 words a minute. Students begin transcription at once, without preliminary reading of notes or other helps. Those pairs of transcripts that are transcribed within 24 minutes (that is, 10 words a minute or faster) are eligible for certification. When the transcription is completed, students type their names, the name of the school, the name of their teacher, and the address of the school at the top of each transcript. Send the transcripts to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York, by first-class mail or express (*not* by parcel post), along with 10 cents for each student's work, to cover the cost of printing, mailing, and judging; and a covering letter that summarizes the names of the participants and the speeds of their transcription.

A certificate of achievement will be mailed to every student whose transcripts meet the standard of mailability. Disqualifying errors include misspelling, untidy erasures, uncorrected typographical errors, serious deviation in wording, and poor placement. *Note especially:* There is no dead line; transcripts may be sent in at any time during the school year. Any dictation material published in this volume of the B.E.W. may be used for certification, provided it is new matter when dictated.

Pretranscription Teaching Aids

Before administering the test, you may care to review the following lesson aids with the class:

1. Spelling drill:

prin-ci-pal	or-gan-iz-ing	sur-veyed
cam-paigns	res-i-den-tial	an-nu-al-ly
co-op-er-ate	con-ven-i-ence	nec-es-sar-y
sys-tem-at-ic	mort-gages	con-tin-u-ing

2. Grammatical pitfalls:

Even amounts of dollars (except in columnar material, where an even right-hand margin is

KITCHENWARE, INCORPORATED

593 North Madison Avenue

★

Liberty, Wisconsin

Mr. Robert Perkins, Owner
Perkinson Hardware Store
738 So. Grant Avenue

Gents:

NEW IMPROVED MODEL! You acclaimed our disposal unit from coast-to-coast last year. Now we offer a new, improved, model that is more even efficient---and garaunteed for satsfaction,

EVERONE WILL WANT IT! The new model, knowed as "Tripcan" is a necessary in every home and office where a waste disposal unity is usedd. It holds a full twenty qts--about twice the capacity of the usual step-on disposal unit.

BEAUTY AND STRENGH! Tripcan has a smart looking, stream-lined construction. Made of satin finished alunimum, Tripcan is is rusty-proof and has no paint to chip or to peal off.

DEFFICIENT! The tripcan swings open at the touch of a toes, and stays open. It closes only when it is touched again. The top is rubber-cushionet, making them odor-proof and complete noiseless.

GARAUNTEED! To assure you and your patrons of lasting satsfaction, the Tripcan carries a printed guarantee of long life for and successful use. The Tripcan will sell well.

THEREFORE, don't you not believe that you will want to stock and to easily sell these money-making new dipsosal units?

very sincerely yours

KITCHENWARE INCORPORATED

JEE/wiz
c/c

John E. Evans, Sale Manager

■ Can you find all the 56 errors in this "World Worst Transcript"? Your students, too, will enjoy "playing this game" and will learn a great deal while playing it. Use this lesson aid and the two dictation takes in the accompanying article to make transcription easier, pleasanter.

desirable) should not bear ciphers or the decimal point. *For example:*

\$4 (not \$.4. or \$4.00)

Percentages should always be expressed in figures: 25 per cent.

Per cent, two words, is the preferred spelling. In statistical or accounting matter, where percentages occur very frequently, the per cent sign (%) may be used.

Special Pointer. For ease in reading and attractiveness in setup of your letters, paragraph frequently. You will find it advisable to make two or more paragraphs even in very short letters.

Junior Test Set No. 1

ADDRESSES. *Letter No. 1:* Mr. Arthur Keyes, 2 Broad Street, Cleveland 3, Ohio. *Letter No. 2:* Mr. Walter Grey, 8 Lansing Court, Gates Mills, Ohio. (The following two letters are counted in quarter-minute units of 20 standard words, for dictation at 80 words a minute.)

Letter No. 1. Dear Mr. Keyes: We are happy indeed to inform you that your mortgage application has been accepted.

As/soon as the title to the property has been searched and the property surveyed, we shall have the necessary/papers drawn up.

It is our understanding that the mortgage is to be in the amount of \$10,000/and that, in addition to paying $4\frac{1}{2}$ per cent interest annually, you will reduce the (1) principal by \$500 every two years.



"Miss Drake, I want you to stop ending my letters 'Lovingly yours'!"

We shall write you again in a day or two, advising you/of any further data required by us; and we shall at the same time make an appointment for you to come in/and close the deal. Cordially yours,

Letter No. 2. Dear Mr. Grey: Are you taking full advantage of the many services/your bank places at your disposal?

We want you to feel free at all times to consult us regarding your financial (2) problems. If you have surplus cash, we shall be glad to help you decide how best to invest it for security/as well as for profit.

On the other hand, if you are in need of additional cash for the improvement/of your home or to increase your business capital, we suggest that you arrange a loan with us. Cordially yours, (240 standard words, including addresses.)

Junior Test Set No. 2

ADDRESSES. *Letter No. 1:* Mr. Rex Wahl, Principal, High School, Noble, Ohio. *Letter No. 2:* Mr. Thomas Pell, 6 Cedar Lane, Euclid, Ohio. (These two letters are counted in quarter-minute units of 20 standard words, for dictation at 80 words a minute.)

Letter No. 1. Dear Mr. Wahl: During the recent war years most schools discontinued student savings plans in favor of war bonds/and stamps campaigns. While savings bonds are still being sold, interest in the activity has dropped off to a/considerable extent. As a result, many schools are no longer continuing their efforts in this direction./

We understand that at present there is no student savings plan in operation in the local high school. (1) We feel sure that you, as principal, want to co-operate in every way to encourage thrift in the student/body. We are therefore writing to ask that you give consideration to the adoption of a savings/plan for the high school students. We shall be glad to assist you in organizing the high school branch bank.

Perhaps you/would like to have Mr. Dodge, of our Savings Department, talk the matter over with you. He will be glad to call (2) at your convenience. Cordially yours,

Letter No. 2. Dear Mr. Pell: Have you any cash to invest?

We have some choice first/mortgages. Some of the houses are still under construction and not one is more than three years old. All of them are in/good residential sections and are on improved streets.

Why not drop in and look over our listings? Cordially yours, (240 standard words, including addresses.)

The Administrator Looks at the Transcription Teacher

Seventh of an administrative series

JOHN N. GIVEN

Los Angeles Supervisor of Business Education

THE title of this article is significant. It implies that the administrator believes in transcription to the extent that he has a class in transcription and a transcription teacher at whom to look. That implication is important! It assumes that the administrator recognizes in transcription something more than an appendage to advanced typewriting, advance shorthand, or office practice.

The good teacher of transcription has *one* fundamental and guiding objective for each member of his class—the efficient production of mailable copy. Mailable copy means *usable* copy that meets business standards of balanced arrangement, correct punctuation, appropriate paragraphing, neatness and freedom from smudges, and accuracy of content.

The transcription teacher knows that the mere *possession* of the several skills (shorthand, typewriting, spelling, punctuation, and correct English usage) does not produce correct, accurate, or mailable copy.

He knows that the major objective, production of mailable copy, comes from the combining of skills and abilities. Each student coordinates the necessary activities of note reading, of getting the thought of the dictation, of typewriting, of spelling, and of proofreading, all more or less simultaneously. Such coordination requires practice, training, coaching—a course in transcription.

Symptoms to Watch For

In his supervisory visits to the transcription class, the administrator will see the following in a properly conducted class:

1. That mailable transcripts are expected from the beginning of the course. Students move from simple to complex transcripts.

2. That the teacher stresses and drills on first one and then another of the skills and knowledges that go to make up transcription skill. As the class moves from the simple to the complex transcript, these related skills, previously stressed and emphasized, become an integral part of the transcription process. Every lesson has a focal point of new emphasis and review of preceding emphases.

3. That constant attention is paid to the basic problem of grammar, with systematic drills thereon.

4. That the students are transcribing at approximately two-thirds of their typewriting speed. (The administrator should require a minimum of 80 words a minute in shorthand speed and 40 words a minute in typewriting for entrance into the transcription class.)

5. That, in the beginning, the students are transcribing from shorthand plates; soon, however, they transcribe from their own notes taken from dictation.

6. That the transcription room is orderly and businesslike in appearance. Dictionaries, secretarial handbooks, letterheads, erasers, carbon paper, and envelopes are available.

7. That the teacher has in his lesson preparation anticipated certain transcription difficulties and provided for these difficulties.

8. That the teacher has a definite teaching program, which culminates at the end of the semester in the ability of his students to transcribe letters of mailable quality at rates of 25 to 35 words a minute. As part of his semester goal, the teacher has intermediate five-, ten-, and fifteen-week goals. Students see their progress and accomplishments.

Effective transcription ability is the result of the entire secretarial or stenographic course. The transcription teacher, responsible for knitting together the separate stenographic skills, is the key person in an effective program of training qualified secretarial and stenographic workers. He must be a competent worker himself, he must know office routine thoroughly through extensive experience, and he must be a skillful teacher—if well-trained secretarial or stenographic students are to be graduated.

Brief-Form Drills Can Be Fun

■ GRACE V. WATKINS
Hamline University
St. Paul, Minnesota

DO YOUR students yawn and look bored at the mention of "brief-form drill"? When you cheerfully announce, "This morning we're going to review brief forms," are you greeted with expressions of gloom?

I was—until I discovered that a little initiative in thinking up new and interesting ways of presenting this basic review rewarded me with students' bright-eyed enthusiasm.

So, seeking the solution to this problem of maintaining interest and attention, I uncovered the following interest-bolsterers.

Detectives. Substitute a new arrangement of the brief forms: have the class read from your blackboard groupings of brief forms that are similar in appearance but have small differences in form. You know what such groups are — special - speak - speech, expect-especial - experience, separate - spirit, opinion-opportunity, and so on. Use your most enthusiastic tone of voice. Launch the drill by asking each student to read each group of words to himself, to see "whether your detective cylinders are hitting on all six!" Then have one student after another read the groups aloud, while the others check his accuracy.

(Aside from the interest aroused by this kind of drill, the training in observing small distinctions is invaluable, an excellent fortifier against transcription errors later in the course.

Competitions. Rare is the student group that does not respond to competition; so, some morning try dividing the class into two teams for some kind of competitive reading or writing game. Maintain scores for a week, just to give the motivation time to pitch in and work for you. If your group is small, the same spirit can be built on keeping individual scores in an attempt to determine the class "champ."

The number of games possible is great: reading from the chart, a row at a time or

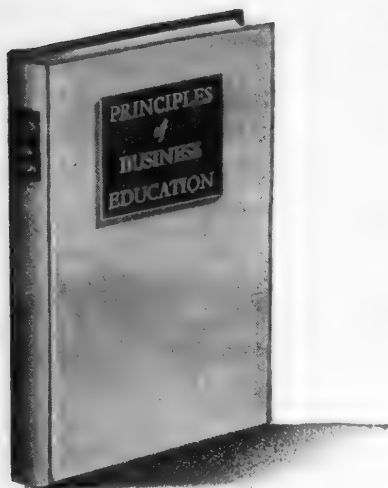
a column at a time; writing at the board while students read from the chart; reading from flash cards; reading from sentences containing numerous brief forms; reading back brief forms dictated in unusual, not-on-the-chart sequences; and so on. Winning the games may be in terms of accuracy, in rapidity of reading, in perfection of notes, and any other emphasis that is most needed for the growth of the class.

Teacher Errors. I've had excellent results from the stunt of reading a group of brief forms myself, asking students to speak up at once if they note an error. They love this sort of drill—naturally, bless their hearts! As a developer of alertness and attention to detail, this drill has few equals. Caution: you must look ahead and plan your error, or your momentary hesitation will give you away. A teacher can easily cover within a limited period three or four times as much material as the students can, and the perked-ear and eagle-eyed attention you get would satisfy any graduate student who is writing a thesis on the development of suitable business traits!

Shining Lights. Giving students a chance to show their skill on brief forms is always rewarding, too. Timing a student in reading an assigned portion of the brief-form list, for example, with a student timekeeper-judge, will have your students studying that list as they never have studied it before. Or having students take dictation, but write only the brief forms they hear (as a minute's stunt) will make them brief-form conscious. It also helps convince students of the efficiency of the brief forms!

IHAVE learned that almost any desired value can be obtained through giving brief-form drills with a unique approach. Do your students need more accuracy in writing? Have a brief-form contest based on accuracy. Do they need to read their notes more rapidly? Have a brief-form contest on reading from their notes. Are they careless in making the fine distinctions between nearly alike symbols? Have a detective drill. Brief forms, because they are easy to learn by all students and because even the slowest student can learn them eventually as well as the best student, make a fine arena for remedial teaching.

Brief-form reviews are dull? Don't you believe it!



"Principles of Business Education"

■ Recommended Reading

has added data that have developed out of his rich experiences as classroom teacher, researcher, and educational leader. Therefore, it was necessary to expand his book from 344 to 568 pages.

In addition to his original twenty-four chapters, Tonne has added four of vital importance: The Learning Process in Business Education
Factors in Curriculum Construction
Business Education in Other Countries
Administration and Supervision of Business Education

The Learning Process In Business Education

Tonne would have been justified in rewriting the book if for no other reason than to include this chapter. Many of the criticisms leveled against business education are without foundation. On the other hand, some criticisms are valid and originate with business teachers in their classrooms. It is conceivable that you and I make errors and that our teaching is less effective than it might be because we do not have a clear understanding of learning and how it takes place. Business teachers have been exposed to educational psychology; but, as in many other subjects, little special effort has been made to apply these knowledges to our particular teaching area.

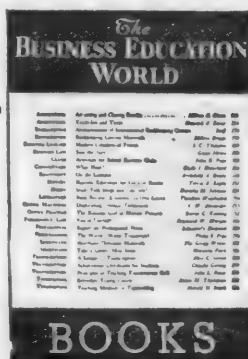
In this chapter, Tonne is concerned with the over-all problems of the learning process applied specifically to business education. He takes a middle-of-the-road position—careful to avoid extremes in the matter of developing special abilities, of handling individual pupils, of setting up standards, and the like. His topics on interest and effort, part learning versus whole learning, generalization, skill development, accuracy versus speed, individual differences, and transfer of training are of special interest to all business teachers.

IN READING book reviews, one gets the impression that reviewers are either very nice people or are careful to choose only the best books published. The fact that so many books are selected for review each year indicates that the latter is not true. Obviously, every book written in the area of education cannot be the publication of the year; every book cannot be a must for every teacher and student. Few books enjoy the distinction of being really outstanding.

Now and then, however, a book is published which deserves the glowing adjectives that reviewers so frequently use. *Principles of Business Education*, by Herbert A. Tonne, professor of Education at New York University, is such a book. This book is a revision of his earlier book, *Business Education: Basic Principles and Trends*, first published in 1939.

Probably few people consider Tonne's earlier book to be out of date, for it was outstanding in many respects. But the author must have felt that certain of the principles presented needed further clarification or more detailed explanations, and that certain other topics should be included. The new book is not a revision in the sense that the author has "thrown out of the window" any of his previous beliefs or has written his book from another approach. Instead, it is an *elaboration* of the first book: the author has included all materials proved significant and useful to business educators and

Dr. Herbert A. Tonne, "a frontier thinker in business education for many years," recently published a revision of his 1939 best seller, "*Business Education: Basic Principles and Trends*." His new book, "*Principles of Business Education*," has been selected by B.E.W. Book Review Editor Albert C. Fries for this month's reading recommendation, reviewed by William L. Crump, instructor at Peters Business College in Chicago and graduate student at Northwestern University.



In no other book has the reviewer seen the topic of the learning process so concisely and clearly applied to business education—only 25 pages—as in *Principles of Business Education*.

Factors in Curriculum Construction

As an excellent guide for business teachers who are called on to improve their existing curriculum, Tonne has included a chapter on "Factors in Curriculum Construction." Much of our educational literature is concerned with basing the school curriculum on community and pupil needs. The author realizes that the community is something less than ideal and dares to say so; thus, the school curriculum will probably never reach the perfect stage. He does not mean that the curriculum cannot be improved to make it definitely superior to the existing one. To aid teachers with curriculum revision, Tonne gives a detailed list of twenty factors affecting curriculum construction. If you feel that you are handicapped in improving your curriculum because you have no ready guides directly concerned with business education, then this chapter will prove of special value to you.

Business Education In Other Countries

It is believed by some that international differences might be resolved if people everywhere understood their own institutions in the light of similar institutions in other countries and their influence on one another. With this in mind, it is significant that Tonne has included a chapter on "Business Education in Other Countries." In this chapter he discusses business education in England, in Germany before the end of World War II, and in Canada. He also makes some generalizations about business education in other countries. Most important and most revealing in this section, however, is his discussion of the influence that business education in other countries has had on business education in the United States.

Administration and Supervision Of Business Education

This topic was discussed in his previous book under general problems in business education, but is now given its proper attention as a separate topic. How business education shall be administered and supervised deserves the additional space Tonne has allotted it in the new book.

Commentary

It is not to be inferred from what has been said here that *Principles of Business Education*



Author of this month's recommended-reading selection, dynamic Herbert A. Tonne, is professor of Education at New York University and editor of *The Journal of Business Education*. His newest book, *Principles of Business Education*, is published by the Gregg Publishing Company, 270 Madison Avenue, New York 16, New York: 1947. Pages 568. List, \$3.

is simply *Business Education: Basic Principles and Trends* with four additional chapters and a 1947 date. These are significant additions, but practically all the principles presented in the first book are broadened, refined, and clarified.

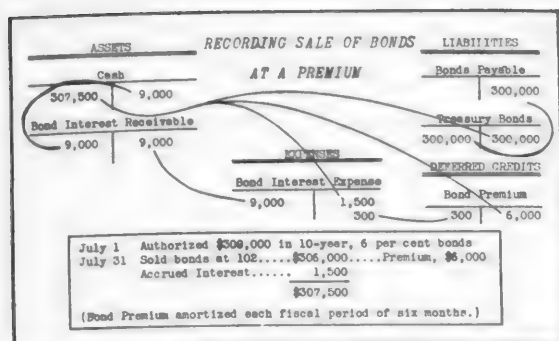
Teachers and teacher-trainers alike will welcome this book. Certainly its completeness of subject matter makes it a good source book. The language is comprehensible; the printing is attractive; and the organization of the chapters, clear. Review questions and problems for discussion given at the end of each chapter add to its value: it would easily be possible to use this book as an outline for a whole series of departmental staff meetings.

Like all the writings of this prolific author, the content of this book is on our level. Tonne never writes above us; neither does he insult our intelligence by writing "down." You will also appreciate the definite stand Tonne takes on the issues presented. He never leaves you wondering about his reaction to a particular issue.

Has Tonne changed his mind about any of the principles presented in his first book? No. This does not mean that he is conservative or that he permits his thoughts to border on stagnation. Such a suggestion is far from the truth. Tonne has been a frontier thinker in business education for many years.

You will enjoy reading *Principles of Business Education*. An educator who knows what he is talking about writes a book. This readable book is about problems concerning us and our classroom activities. It contains countless suggestions we can put into operation.

This reviewer recommends *Principles of Business Education* to every business educator. It should occupy a prominent place in every professional library. It is an excellent book—possibly the best publication to date devoted to the entire field of business education. To use a well-worn phrase, but with sincerity, it is a book "no business teacher or student of business education can afford to be without."



Accounting Cycle Chart No. 19

Recording the Sale of Bonds at a Premium

HOWARD A. ZACUR
University of Miami
Coral Gables, Florida

BEFORE we begin to discuss the entries required in handling bond transactions, let us have the definition of a bond clearly in mind: *A bond is a promise under seal to pay the principal of, and interest on, a loan.*

When a corporation authorizes a bond issue, the accountant makes what is known as an authorization entry, which is a debit to

Treasury Bonds and a credit to Bonds Payable. When the bonds are issued and are sold between interest dates and, as in this case, at a premium, the Cash account is debited for the total amount and credits are recorded in the Treasury Bonds account, the Bond Premium account, and the Bond Interest Expense account.

When the corporation pays the interest on these bonds, it is necessary to transfer cash to the Bond Interest Receivable account. This is accomplished by a debit to Bond Interest Receivable and a credit to Cash. After that is done, separate checks may then be drawn on the Bond Interest Receivable account by a debit to Bond Interest Expense and a credit to Bond Interest Receivable.

The bond premium may be amortized or written off over the bond issue period by debiting the Bond Premium account and crediting the Bond Interest Expense account. This reduces the amount of expense incurred in interest payments over the life span of the bond issue.

The problem in the chart shows the total bond premium of \$6,000 to be amortized over a ten-year period. The bond premium of \$6,000, divided by the life span of the bond issues or ten years, equal \$600 (the amount to be written off annually), or \$300 semi-annually.

Use of Accounting Charts

In presenting the "Accounting Cycle Charts," the writer and the B.E.W. believe that they are providing bookkeeping and accounting instructors with worth-while visual aids. Each chart is planned to make clear the "cycle" relationship of transactions.

Suggestion: duplicate copies of each chart (permission for reproduction for immediate classroom use is hereby granted) without the connecting lines. Place on the blackboard a large copy of the same chart. In developing the cycle relationship, have students draw the connecting lines on their copies just as you, the instructor, place them on your blackboard copy. This is but one use of the charts, of course—many other uses have been reported by B.E.W. readers.

Chart	B.E.W. Issue	Title
1	March, 1946	Charting Accounting Cycles
2	Sept., 1946	Accounting Procedures
3	Oct., 1946	Inventory Adjustments
4	Dec., 1946	Adjustments for Deferred Charges
5	Jan., 1947	Trade-Ins and Taxes
6	Feb., 1947	Adjustments for Accrued Interest
7	April, 1947	Depreciation and Depletion
8	May, 1947	Charting Labor Costs
9	June, 1947	Charting Material Costs
10	Sept., 1947	Charting Promissory Notes
11	Oct., 1947	Discounting Promissory Notes
12	Nov., 1947	Charting the Voucher System
13	Dec., 1947	Summarizing Sole Proprietorship Accounts
14	Dec., 1947	Summarizing Partnership Accounts
15, 16	Jan., 1948	Common Stock Transactions
17, 18	Feb., 1948	Preferred Stock Transactions



Business-Letter Phrase-Frequency Count

CHARLES E. ZOUBEK searched through a quarter million words of business-letter material to find the most-used Gregg Shorthand phrases. Last month he reported the principles involved. This month he identifies the top 200 phrases and gives five letters that together include them all. Phrases are arranged here in order of frequency.

The 200 Most-Used Shorthand Phrases

of the, 1,140 ✓	at the, 212 ✓	to have, 119 ✓	should be, 73 ✓
in the, 735 ✓	to be, 209 ✓	to your, 113 ✓	to do, 73 ✓
Yours truly, 462 ✓	of this, 198 ✓	to get, 107 ✓	with your, 72 ✓
to the, 437 ✓	in your, 194 ✓	for you, 104 ✓	would be, 72 ✓
Dear Mr., 407 ✓	you can, 192 ✓	so that, 98 ✓	to me, 71 ✓
we are, 401 ✓	Cordially yours, 188 ✓	of course, 97 ✓	if you, 70 ✓
Dear Sir, 391 ✓	I have, 181 ✓	on your, 97 ✓	as the, 69 ✓
for the, 377 ✓	you have, 171 ✓	they are, 92 ✓	very much, 69 ✓
Yours very truly, 362 ✓	you are, 169 ✓	there are, 91 ✓	you will, 68 ✓
on the, 343 ✓	by the, 163 ✓	have been, 89 ✓	with us, 67 ✓
it is, 342 ✓	to make, 159 ✓	to see, 89 ✓	and that, 66 ✓
to you, 324 ✓	from the, 151 ✓	we shall, 89 ✓	you will find, 65 ✓
we have, 315 ✓	for your, 142 ✓	to us, 82 ✓	he is, 64 ✓
will be, 295 ✓	there is, 141 ✓	Sincerely yours, 81 ✓	on our, 63 ✓
of your, 279 ✓	in our, 138 ✓	you may, 80 ✓	your letter, 63 ✓
of our, 273 ✓	more than, 132 ✓	about the, 79 ✓	it will, 62 ✓
that the, 265 ✓	is the, 124 ✓	we will, 78 ✓	of these, 62 ✓
with the, 254 ✓	to our, 123 ✓	may be, 77 ✓	will you please, 62 ✓
Very truly yours, 253 ✓	that is, 122 ✓	one of our, 77 ✓	any other, 61 ✓
I am, 219 ✓	we can, 122 ✓	with you, 75 ✓	Dear Mrs., 60 ✓
and the, 213 ✓	in this, 120 ✓	one of the, 73 ✓	I am sure, 60 ✓

Rank: 21

Rank: 42

Rank: 63

Rank: 84

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can be, 59	of all, 46	does not, 39	thank you, 34
for this, 59	you will be, 46	you know, 39	to offer, 34
in which, 59	to keep, 45	you need, 39	to this, 34
to take, 59	we should, 45	at least, 38	you should, 34
we shall be glad, 59	do not, 44	great deal, 38	I can, 33
for our, 58	I know, 44	if you are, 38	in fact, 33
if the, 58	it will be, 44	of any, 38	to meet, 33
to give, 58	it's, 44	on this, 38	we were, 33
with our, 58	that this, 44	sending you, 38	about it, 32
from you, 57	to pay, 44	some of the, 38	assure you, 32
I shall, 57	we may, 44	we have been, 38	from our, 32
is not, 56	fact that, 43	we want, 38	I should like, 32
that will, 55	it was, 43	your order, 38	let us, 32
this year, 55	life insurance, 43	he was, 37	of it, 32
Dear Madam, 54	on my, 43	hear from you, 37	we are sure, 32
I was, 53	that are, 43	last year, 37	we believe, 32
not only, 53	we know, 43	you want, 37	and are, 31
to know, 53	if you have, 42	into the, 36	at any time, 31
through the, 52	of its, 42	must be, 36	in addition, 31
has been, 51	they have, 42	in any, 35	just as, 31
I think, 51	from your, 41	send us, 35	on you, 31
if you will, 51	in his, 41	send you, 35	that it is, 31
at once, 50	in your letter, 41	we cannot, 35	to send, 31
when the, 50	of his, 41	we feel, 35	have you, 30
Dear Miss, 49	as you, 40	we had, 35	high school, 30
for us, 47	in order, 40	we hope that, 35	I wish, 30
this is, 47	over the, 40	you would, 35	less than, 30
to buy, 47	to come, 40	it has, 34	that's, 30
as soon as, 46	as well as, 39	of their, 34	to show, 30

Rank: 113

Rank: 142

Rank: 171

Rank: 200

[Five letters that together include these 200 most-used phrases are given on the following page.]

Phrase-Review Takes

The following five letters together include all of the 200 Gregg Shorthand phrases most used in business dictation. The same letters appear in shorthand in this month's issue of The Gregg Writer. The letters are counted in dictation units of 20 standard words.

Dear Madam: With the coming of spring you will no doubt be thinking about the clothes you are going to have to buy.¹ In our store this year there are many styles that I know you will wish to see—more styles than I have had on display in² any other year of our history. I was fortunate to be able to collect so many fine styles. They³ are on display on the first floor. Miss Jones, who has been with us for many years, will be glad to take you around.

On the 10th of next month we shall hold a tea for our charge-account customers. After the tea, we have a fine program⁴ planned. We are going to show some of the dresses designed by the world's greatest designers. This show should be of great⁵ interest to you. There is no charge, but only those with tickets will be admitted. Your ticket is enclosed. If⁶ you wish to come with your friends, will you please let us know so that we may send you the necessary tickets.

We shall⁷ await your letter telling us you are planning to come. May we hear from you? Very truly yours, (177)

Dear Mr. Brown: In the last few years the circulation of the Financial Daily has more than doubled. Why? Because¹ more and more men are discovering that the Financial Daily helps them to make wise business decisions.

Because² the reports in the Financial Daily come to you every day, you get the fastest possible warning³ of any new trend that will affect your business and personal income. You get the facts in time, so that you are⁴ able to take all steps necessary for the protection of your interests. You are, of course, promptly informed⁵ on every new development relating to taxes and the trend of the market.

You will find that the⁶ Financial Daily is the businessman's newspaper. Why not try it for the rest of the year? Just fill out the coupon⁷ that I am enclosing, clip your check for \$5 to the coupon, and mail it to us. For your \$5 you⁸ will receive seventy-seven issues. If the paper does not help you in your business, we shall be glad to refund⁹ your money. Yours truly, (185)

Dear Sir: If you are thinking of building a new house in the near future, send for a copy of the booklet that¹ we issued this year entitled

"Your Money's Worth." It is free. This little booklet is a guide that has been developed² to help you get the greatest possible value for your money. It calls to your attention a wealth of home-planning ideas and practical building information.

Use the information in this booklet as the starting³ point in your planning. It will show you how you can get your money's worth from the materials you buy. The booklet⁴ will also suggest to you many ways in which our products can be used to the best advantage.

All you have⁵ to do is to write for our booklet to our nearest office. Our offices are listed on the circular we⁶ are enclosing. Yours very truly, (146)

Dear Madam: Thousands of people in our town have discovered how easy it is to make payments for purchases¹ with one of our checks, and that it saves time. What is more, your canceled check is the best receipt for your purchases.

Pay² all your bills by check, and see how easy your monthly accounting becomes. A special checking account is not expensive.³ An account may be opened for as little as \$1. Not only that, but no minimum balance⁴ is required. You will be interested to know that the cost is only 10 cents for each check issued.

Open an⁵ account today at the Mutual Savings Bank. You may wish to open an account with our bank by mail. If that⁶ is the case, I shall open one for you if you will write direct to me. I shall be glad to be of service to⁷ you.

If we can serve you in any other way, please let us know. Sincerely yours, (154)

Dear Mrs. Jones: Did you spend enough time last week on your investments? If you have been too busy to give your¹ investments very much attention, here is a suggestion I am sure will help you—make use of our investment service.² That will enable you to benefit in two ways.

First, it will give you sound recommendations on what stocks³ you should buy and what stocks you should sell, so that you will be able to get the most out of your investments. These⁴ recommendations will be made by one of the experts on our staff. These experts are constantly studying investment⁵ conditions.

Second, you will retain complete control of these investments. We will take over the record⁶ keeping and the handling of the stocks. There will be no extra charge for this service. We shall be glad to send you full⁷ details of this service. One of our experts, Mr. John Smith, would be happy to call to discuss our service with⁸ you. He is in charge of our investment department. Cordially yours, (172)

(p. 419)

- 27 (56) missing name for c/c

[illegible]

FEATURES

MARION WOOD
College of Practical
Arts and Letters
Boston University

THELMA was having trouble developing a fast stroke in typing; her work was slow and accurate.


Thelma practiced the alphabet until she could write fifteen alphabets in one minute. This speed carried over in her one-minute and five-minute drills, so that her speed increased about eight to ten words above the average of her class.

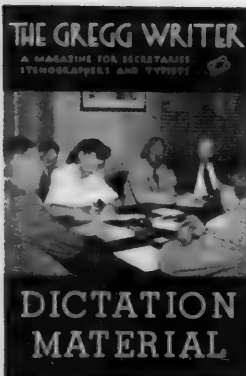
RUTH, when reaching for m , had a fear that she would strike n ; and she usually did. I say she usually did; she always did in timed drills. Here the fear of m and n was intensified because of the pressure of time. In assigned work, she could type slowly enough to overcome her fear.

For one week, Ruth did drills on words containing *m* and *n* as initial letters, as medial letters, and as final letters; drills consisting of sentences composed of *m* and *n* words. These were followed by paragraphs.

The following week, Ruth did not have one m or n error in her timed drills. After two years of instruction, a week's drill had given her mastery over the reaches.

Julius Nelson





Read these articles in this month's Gregg Writer

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China's Great Pyramid

DR. PHYLLIS ACKERMAN

School for Asiatic Studies, New York

In *The American Digest*, from "The American Weekly" of July 13, 1947

PEASANT FARMERS in an isolated valley south of the ancient city of Sian, in West China's remote¹ Shensi Province, watched while an inquisitive airplane hovered over their great "sky-mountain."

These humble laborers² couldn't know that within a few days experts all over the world would thrill to the news that Colonel Maurice Shehan,³ Far Eastern director of Howard Hughes' Trans World Airlines, had discovered pyramids in China that "could be older⁴ and bigger than those in Egypt."

Many small pyramids extend over a 100-mile stretch, according⁵ to Colonel Shehan, but two giants stand out and dwarf the others. The larger of these is estimated to be⁶ one thousand feet high and fifteen hundred feet on each side.

For tens of centuries the great pyramids of Egypt⁷ have been a wonder of the world, but the great pyramids of Shensi have been, to the peasants and village folk who⁸ live in their shadows, nothing more than the hallowed sleeping place of ancestors whose spirits must not be disturbed.

Chinese⁹ in other parts of the vast country have been unaware that these pyramids existed.

So it is left to¹⁰ the outside world to wonder, and perhaps to discover, what great emperor or other high potentate rests beneath¹¹ these ancient shrines which may be anywhere from twenty-five hundred to four thousand years old.

For a little handful¹² of curious people who have studied early Chinese religion, the discovery of the giant¹³ pyramids was not a complete surprise. The student of early Asiatic religion can justifiably¹⁴ say, not only of the existence of these huge pyramids but even of the general details of the design¹⁵ and setting, "I told you so."

The story goes back seven thousand or eight thousand, or more likely fourteen thousand¹⁶ years. It starts with a grim picture. A little group of people is struggling along. Some have animal skins clutched¹⁷ around them. They carry skin bags and baskets—primeval suitcases.

These receptacles contain pieces of stone,¹⁸ bone, and wood hardened in fire, shaped and sharpened to use as knives and axes.

Every man and woman has a bow¹⁹ and arrows. There lies their hope for a satisfying meal.

There are no carts, no roads, no villages, no friendly²⁰ animals, no ways of telling time, no north, south, east, or west. In the daytime these people find their way, and get some notion²¹ of time, from the sun. But night comes on. They want to return to the cave where they had stowed some roots and nuts. No one²² knows which way to go.

Eventually they learn to look to the sky at night as they did to the sun by day. They²³ note first the Milky Way, then finally how the Big Dipper and other groups of stars wheel round a central point. That²⁴ center point is marked by a bright star, the North Star, or Polaris. With these they learn to gauge time, seasons, and the²⁵ directions. Polaris, they decided, controls all.

Man looked so much at the heavens rising to a peak in the center²⁶ that he came to see it as a mountain above him. The Polar Star lived on the top of the mountain. If the²⁷ Power which controlled the universe was on a mountain, mountains were sacred.

If there were four directions at right²⁸ angles to each other, and four seasons to correspond, the sky-mountain was not round and irregular like²⁹ ordinary mountains on this earth. It was square and even, with four sides.

To please the Power in the sky, man made the³⁰ square sky-mountain here below: the pyramid was created. Sometimes it was a temple, sometimes it was a³¹ burial mound.

All these ideas originated somewhere in western Asia. They traveled further west to Egypt;³² later they went east to China and southeast to India. Still much later they may have crossed the Pacific³³ Ocean to the Americas.

The air photograph of the great Shensi pyramid taken from the plane of Colonel³⁴ Shehan clearly shows the line of the original walls, exactly square like the pyramid itself but double³⁵ its length on each side. This means that the enclosure was about two and one-half miles around. In the center of³⁶ each side small mounds mark the original gates.

On the north side a pair of high earth platforms still can be seen with a³⁷ fine avenue running between them up to the pyramid.

Here religious ceremonies must have been staged, since³⁸ it was the North Star which ruled the universe, and the emperor or other person conducting ceremonies³⁹ stood in the position of the god of that star.

One reason for believing that these huge and carefully built⁴⁰ pyramids mark the resting places

of royalty of great importance is the fact that in the North Star religion¹ the ruler was the Great God's representative on earth, and was himself almost, if not quite, divine.

If these sky²-mountains do mark royal tombs as we suppose, the kings below do not lie alone. For early Chinese burials³ of great personages already found show that important men took with them into the grave their possessions, living⁴ and dead—animals, attendants, and gear of various kinds.

Just what treasures are concealed under the recently⁵ discovered Great Pyramids of Shensi depends on the date of the burials.

The pounded earth construction⁶ goes back about four thousand years in China and tamped earth walls built up from a ditch foundation, as the tamped earth walls⁷ around the pyramid seem to have been, were typical of that remote time.

The Chinese have a tradition that⁸ one of their present-day religions, called Taoism, was founded by a fabulous ruler Huang Ti, which means "the⁹ Yellow Emperor," who is supposed to have reigned in the Shensi area about 2500 B.C.¹⁰

Taoism includes the ancient star worship that led to the building of sky-mountains, and one might be tempted to¹¹ speculate that the great pyramid now discovered may be the tomb of the Yellow Emperor.

It has been¹² suggested that a great emperor of the Hsia Dynasty (2205-1766¹³ B.C.) may be entombed here, since painted pottery attributed to this period and bearing symbols¹⁴ of the North Star religion has been found in this Shensi region.

The lucky archeologist entrusted¹⁵ with investigating the tombs beneath them may find many handsome bronze vessels, great jars and pots and tripods,¹⁶ ornamented with sky symbols and animal masks, perhaps inlaid with silver.

That there would be gold in the tomb is¹⁷ improbable, since goldsmithing appears late in China.

Instead, there should be splendid jade, for green stones were valued¹⁸ as a symbol of power, since green is the color of living plants. (1172)

Man of Fantasy

NICHOLS FIELD WILSON
in "Adventures in Business"

TO BUY GROCERIES, Walt Disney created Mickey Mouse, and launched a multi-million dollar American business.¹ Today, countless millions the world over laugh, cry, and forget their troubles watching the antics of Mickey Mouse, Donald² Duck, Pluto, and scores of other Disney creations. Yet, Walt—the American kid who developed an idea³ in a garage workshop—can point to an enviable record of turndowns and failures.

Arriving in⁴ Hollywood, from Kansas City, back in 1923—heavily in debt, with only the clothes on his⁵ back, some pencils, and forty dollars in his pocket—Walt approached the movie moguls. He showed them a cartoon film⁶ based on a fairly tale. "No!" they shouted.

Everywhere the answer was the same!

So, Walt sent the film to a New⁷ York distributor, and tramped the streets of Hollywood. Months—and many skipped meals—later, an order sud-

denly arrived⁸ from New York. "Ship series of cartoon reels like sample submitted." That did it.

Feverishly, Walt and his brother,⁹ Roy, rented the back end of a real-estate office, bought a second-hand camera, gathered discarded¹⁰ dry-goods boxes, and rigged up stands and tables. Roy worked the camera and Walt drew cartoons. When they could afford it,¹¹ they feasted on hamburgers. To Walt—former paper-route boy, railroad "news butcher," and baby photographer—tough¹² sledding was no novelty.

Walt Disney's cartoons proved successful. He, his wife Lillian (his former fifteen-dollar¹³-a-week secretary), and brother Roy ate regularly. Still, Walt wasn't satisfied. He wanted original¹⁴ characters. So "Oswald the Rabbit" was born—and became successful. Money poured in. Yet, within a few¹⁵ months, the Walt Disney enterprise was flat broke—and washed up!

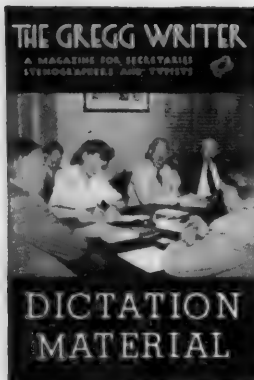
New York—the powers that be—thought Walt rash, a spendthrift, too¹⁶ ambitious! The cartoons were selling—why spend their money introducing original characters merely to¹⁷ satisfy an artist's fanciful dreams? New York withdrew financial support. On the train back, Walt and Lillian¹⁸ chewed on a despondent cud. Suddenly, Walt whipped out his pencil. "I've got it!" he cried, startling all the passengers,¹⁹ "a mouse—Mickey Mouse! And I'll make him famous myself!"

The first Mickey Mouse cartoon was a flop. So was the second.²⁰ Sound pictures had arrived. Walt finished a third Mickey Mouse film, pulled in his belt, and hitched a ride to New York. One sound²¹ company after another turned him down. Synchronize a cartoon? Crazy idea—too expensive! Again Walt²² tramped the streets. Finally, one company agreed—for a price—and the public greeted Mickey Mouse with a tremendous²³ ovation. The popularity of Mickey, and his romance with Minnie, grew by leaps and bounds.

Then came the²⁴ Silly Symphonies—in color—at three times the cost of black and white cartoons. The Hollywood moguls kept silent,²⁵ raised skeptical eyebrows, and refused to buy! But Disney was used to turndowns that resulted in success. A showing²⁶ in Hollywood and New York, and the Silly Symphonies were a smash success. Now he could start on his dream in²⁷ earnest—to make cartoons, the step-child of the movie industry, the greatest medium of fantasy the world²⁸ had ever known. And that's exactly what he did!

When profits piled up, Walt plowed them into his studio. Wealth didn't²⁹ interest him. Starting in 1937, the world witnessed Walt Disney's first feature-length cartoon³⁰ film, "Snow White and the Seven Dwarfs." Such features as "Bambi," "Fantasia," "Song of the South," and many others³¹ followed—all with success.

This American kid, who started in a garage, today employs more than seven hundred³² people in a studio covering fifty-one acres. He has given the world laughter, joy, and a tug³³ at the heart—despite repeated discouragement. Often broke, he sweated out failures, hungry times, being misunderstood,³⁴ and accused of being a "crackpot artist." He had ideas, courage, personal incentive, and the³⁵ willingness to work hard! Add that up under our free competitive system, and you have our American Way³⁶ of Life. (721)



Your students can increase their skill by reading these materials

Graded Letters for Use with the Gregg Manual

A. E. KLEIN

For Use with Chapter Seven

Dear Mr. Ainsworth:

A few days ago we received a complaint from Mr. Clinton Carter of your city¹ concerning some stage costumes. He says the costumes he ordered were damaged when he received them. This damage, he asserts,² was due to the use of flimsy cartons in packing.

He maintains that although he wrote you of the urgent need of³ these costumes in his forthcoming stage production, you had not as yet attended to this matter. Furthermore, Mr.⁴ Carter expresses surprise that you did not have the courtesy to acknowledge receipt of his letter to⁵ you.

He is getting nervous and worried because his show, "Captain Temple," is scheduled to go into production⁶ in three weeks. Not knowing what to do, he notified us because we are your agent. While he does not desire to⁷ take court action, nevertheless, should he sustain any loss because the costumes were not delivered in due time⁸ ready for use on the date guaranteed by you, he says he will be forced to bring suit for damages.

We surmise⁹ that there must be some ascertainable explanation for your seemingly unwarranted actions in this matter.¹⁰ Nevertheless, we urge you to attend to this matter at once and attempt in every way in your power¹¹ to carry out the terms of your agreement with Mr. Carter.

Sincerely yours, (235)

Dear Mr. Warner:

In a few months we plan to hold a dinner in honor of Barney Bird. Because of his faithful¹ service and wonderful work in the field of business education, our fraternity is making him an² honorary member.

We have not forgotten your wonderful management of our January Initiation³ Dinner. Without your continuous and untiring efforts, we are sure it would not have been so successful.⁴

We hope we can count on you to help in the management of this coming dinner. I realize that your research⁵ work takes up a large part of your time, but we shall be eternally grateful for your services.

Very truly⁶ yours, (121)

For Use with Chapter Eight

Dear Mr. Diamond:

Thank you for your letter of March 12 requesting an adjustment of your account. Mr.¹ Justice has already written us about the matter, and, needless

to say, our auditor has been advised to² make this adjustment in the next day or two.

The situation as it now exists in Raleigh appears to be³ affecting adversely the sale of some of our best products. I admit that some of the incidents that have come⁴ to my ear recently have disgusted me. I have been in constant contact with Mr. Stanley and I cannot⁵ honestly see how he is justified in continuing such selling methods when it is quite evident that⁶ they are bringing about a tremendous loss in business to our company. Apparently there is little or⁷ nothing that I can say on the subject to make him change his mind about the manner in which he is conducting⁸ the sale of our products.

The president himself has issued an ultimatum, stating that he desires the entire⁹ matter settled in a day or two. Your protests must have come to his ears. He has no alternative in the¹⁰ matter but to submit this whole business to Mr. Pound, whose competent advice and recommendations have¹¹ consistently aided us.

I hope to visit you in a few days. Incidentally, permit me to extend to¹² you our warmest thanks for your admirable suggestions.

Very truly yours, (254)

Dear Sir:

We look back with justifiable pride on our consistently regular delivery service during¹ the past three months. When others insisted that prompt shipments² were out of the question, we were able to meet the³ extended demands placed upon us with little or no trouble. This, we are of the opinion, is due solely⁴ to our method of conducting business—the fact that we confined our business to those who bought from us regularly.⁵

The demand for our paint products is still so great, though, that it will be out of the question for us to continue⁶ to give the same competent service unless orders are promptly received. We trust that you will be able to⁷ send yours in now before our stock is exhausted.

Yours very truly, (132)

For Use with Chapter Nine

Dear Member:

When we first decided to put full-color reproductions of authentic art masterpieces on¹ the cover of Travel Magazine, we foresaw that this splendid addition would be popular with our members,² but we never dreamed the enthusiasm would be so great.

From all parts of the United States numerous requests³ for duplicate copies of these illustrations

have been pouring in. For the benefit of our members, we¹ have decided to issue a yearly series of these illustrations printed considerably larger in size than they now appear in *Travel Magazine*. The enclosed pamphlet containing quotations and numerous comments² of appreciation from contemporary artists, gives the complete information.

Please note that these³ masterpieces are not ordinary imitations. They are made directly from the original in every⁴ case and are beautifully colored. In prominent museums and local art stores they are selling for fifty⁵ cents apiece. As it has always been our policy and custom to enable members to effect savings¹⁰ whenever and wherever possible, we are offering the same splendid prints for thirty cents. You thereby save¹¹ three dollars on the reproductions in each series. In addition, you¹² receive absolutely free a handsome¹³ portfolio in which these marvelous paintings may be permanently kept.

This celebrated collection contains¹³ reproductions of masterpieces from the principal schools of America and Europe, contemporary¹⁴ as well as classic. Some of them you will no doubt wish to frame. These paintings will also make a novel gift and¹⁵ may be given conveniently as separate prints or as a portfolio.

Only a limited number¹⁶ of sets are being ordered. If you decide you would like one or more, we suggest that you indicate the total¹⁷ amount on the card enclosed for your convenience in ordering. Mail this card immediately and thereby be¹⁸ sure of no delay. Do it now.

Sincerely yours, (369)

Transcription Speed Practice

Dear Mrs. Farrell:

With the opening of the rug cleaning season, we wish to announce our new schedule of special¹ prices:

For \$2.00, we call for your rugs, mothproof, wrap and store them for the entire summer in one of our² specially constructed air-conditioned store-rooms.

For \$3.00, we dry-clean your rugs, mothproof, wrap and store them for³ the entire summer.

For \$4.95, we shampoo your rugs on both sides by most modern and efficient⁴ methods, insuring all rugs against fire, theft, shrinkage, and moths. We sterilize, mothproof, carefully wrap and store⁵ them for the entire summer.

Whether you avail yourself of our \$2.00 service or our \$4.95⁶ service, we give you the same courteous service and attention.

If you merely desire an estimate,⁷ we shall be glad to have a representative call without any obligation on your part. You will, we are⁸ sure, be well satisfied.

Sincerely yours, (167)

Dear Madam:

Do you have any rugs or furniture needing cleaning?

Constant adherence to the policy of¹ quality workmanship, has made Moore's Home Service one of the city's outstanding cleaners of upholstered

furniture² and rugs. Our efficient workmen come into your home and clean your upholstered furniture or rugs, using only³ laboratory tested solvents that are quick-drying and nonflammable.

We also specialize in⁴ the following: Antique Furniture Repairing; Opening and Closing of Homes; Furniture Waxing and Polishing;⁵ Cleaning Lamp Shades, Blankets, Slip Covers, and Draperies; and Cleaning and Waxing Floors.

Prices reasonable. All⁶ work is fully guaranteed. Rates for complete mothproofing of homes, closets, and furniture, with a two year guarantee⁷, furnished on estimate only.

For additional information write or call our office nearest to your⁸ home.

Very truly yours, (164)

Actual Business Letters

Banking

Mr. Charles Hutton, 30 Irving Place, Jackson, Michigan. Dear Mr. Hutton:

Convenience in banking is of¹ increasing importance today, when conservation of time and effort is emphasized throughout business. Other² things being equal, convenience becomes the deciding factor in choosing a banking connection.

With the³ establishing of a national bank on downtown Hartley Avenue, the finest type of modern banking services⁴ becomes available in their own neighborhood to thousands of business firms and business and professional⁵ people. The bank, recently chartered, has paid-in capital of three-quarters of a million dollars. All deposits⁶ of \$5,000 or less are insured by the Federal Deposit Insurance Company.

The newly⁷ opened Hartley Avenue National Bank of Jackson offers you complete commercial banking service. Its⁸ directors, officers, and personnel are men of long experience in financial work. The atmosphere of⁹ the bank is friendly and personal, the business methods efficient and timesaving. In addition to banking¹⁰ facilities, the Hartley Avenue National Bank has a safe deposit department, featuring high standard¹¹ equipment and a well-trained staff.

Our officers extend you a cordial invitation to come in and become¹² personally acquainted with your conveniently located neighborhood bank, the Hartley Avenue¹³ National Bank of Jackson.

Sincerely yours, (267)

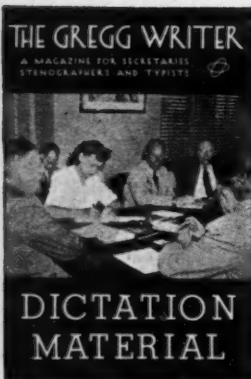
Mr. Edward Pepper, 611 West 116 Street, Topeka, Kansas. Dear Mr. Pepper:

Why¹ not start today to build a cash reserve to meet your future financial needs? A Consolidated Compound² Interest Account provides a convenient and businesslike way to accumulate personal funds.

Consolidated³ Compound Interest Accounts may be opened with a minimum deposit of \$5.00 at any one of⁴ seven convenient Consolidated locations. Your interest is computed monthly and paid quarterly at⁵ the rates shown on the accompanying table.

We invite you to open your account in person or by mail.⁶

Very truly yours, (124)



These dictation materials are counted in units of 20 standard words.

How to Make Your Fountain Pen Last Longer

1. *Ink.* Always use a good fountain pen ink.
2. *Newer mix inks.* This usually sets up a chemical¹ reaction which causes a precipitate . . . which may block the pen feed. Clean pen thoroughly before changing the color² or brand of ink.

3. *To fill.* Immerse the *entire* point including the end of the barrel. After filling, keep point³ immersed for ten seconds, then remove pen from ink and wipe all excess ink from barrel, nib, and feed, using cloth or⁴ blotter.

4. *Replace cap.* Hold the pen in upright position and place cap on pen. This permits surplus ink to run⁵ back into feed.

5. *Screw cap on tightly.* Your pen's ability to write *instantly*, no matter how long it may⁶ have been out of use, depends on keeping the point enclosed in an airtight chamber when not in use . . . thus preventing⁷ ink from drying on the point.

6. *Always keep pen filled.* An increase in temperature can cause the air—trapped in a⁸ nearly empty ink reservoir—to expand. This forces ink into the feed, and off the end of the pen point. A⁹ low ink level increases the possibility of leakage.

7. *Always carry pen in upright position.*¹⁰ When your pen is left lying¹¹ flat, excess ink may seep into the cap. If this happens, the pen point and the inside¹² of the cap must both be thoroughly cleaned.

8. *Keep pen clean.* Flush out ink reservoir frequently with water . . . (never¹³ hot water). Clean point with cloth or tissue and dry thoroughly.

9. *Never lend your pen.* This sounds selfish, but the¹⁴ writing characteristics of a pen point are frequently changed and marred when more than one person uses the pen.¹⁵

10. *Position and pressure.* A fountain pen should be held in the same position in which a pencil is held when¹⁶ writing. It should be held lightly and easily without squeezing—the ink will flow easily *without pressure*. A¹⁷ good fountain pen point will deliver its line without conscious effort on the writer's part. (336)

Getting Up From a Knockdown

SAMUEL MORSE, who invented the telegraph, started out in life to become a painter. He became one of the leading artists of his time. His work is in the Metropolitan Museum in New York and in other¹ great galleries.

Most of us remember Morse as the inventor of the telegraph. But few of us know the story² of his struggles to find acceptance of what afterwards became a revolutionary means of³ communication. They had Morse down a score of times, through ridicule, disbelief, and a lack of

understanding of what⁴ he was offering the world. They laughed loudly and long. But they could not keep Morse down. After many years he finally⁵ won over a reluctant Congress, and the first commercial telegraph line went into operation between⁶ Washington and Baltimore.

The courage to get up after a knockdown is a pretty good test of any⁷ man. And this spirit of dogged determination that does not fold up or give in, even when the going is⁸ roughest, distinguishes so many successful men that it is a general and distinguishing characteristic⁹ of those who make the grade. The men who go ahead to fill the important posts in business and industry¹⁰ are of this breed. (223)—*From The Pick-Up*, published by the United Parcel Service of America

The Backwoodsman

(Junior O.G.A. Test)

Dear Ned:

I have returned from the mountains where Dad and I spent a week at the cabin of a woodsman named Tom¹ Hooker.

He was a queer-looking chap with his long, dark hair and beard and tanned, leathery skin. He had clear, deep-blue eyes² and a voice as gentle as a woman's. His clothes were coarse but clean, and his braces were homemade—from harness strap and³ rope.

He is a college man, though, and I was thrilled to hear him talk of life, as we sat before the log fire in the⁴ evenings.

More later.

Ben (84)

Lessons from a Garden

(O.G.A. Membership Test)

WE are gradually learning that everything that a plant does has its meaning if we can only find it¹ out. A flower garden may become a new world to us if we open our eyes to what is going on in it.² We learn that, even among insects and flowers, those who do most for others receive most in return. They do not³ reason about it; they live their little lives as Nature guides them, helping and improving each other.

When we have⁴ explored the fairyland of Nature, have passed through the gates of knowledge, and have learned her secrets, wonder is hidden⁵ even in a dewdrop and in a gust of wind. (109)

Small Beginnings

A TEAKETTLE SINGING on the stove was the beginning of the steam engine.

A shirt waving on a clothesline was¹ the beginning of a balloon, the forerunner of the Graf Zeppelin.

A spiderweb strung across a garden² path suggested the suspension bridge.

A lantern swinging in a tower was the beginning of the pendulum.³

An apple falling from a tree was the cause of discovering the law of gravitation.

If you think you can't⁴ do very much, and that the little you can do is of no value, think of these things.—*Detroit Purchaser* (99)

By Wits and Wags

PATRON: Look here, mister, I ordered chicken pie, and there isn't a single piece of chicken in it.

Waiter: That's merely being consistent, sir. We also have cottage cheese, but so far as I know there's not a cottage in it.

MOTHER: Mable, did you go down to the drug-store for the cold cream?

Mabel: Yes, ma'am.

Mother: Well, where is it?

Mabel: I ate it, of course.

Mother: Ate it? Why, child, what kind did you get?

Mable: Chocolate ice cream; it was the coldest kind I could get.

THE TRAMP entered the doctor's office. There was a worried look on his face.

"Doctor," he said, "you've got to help me. I swallowed a quarter twenty-five years ago."

"Good heavens, man!" ejaculated the doctor.

"Why have you waited all those years? Why didn't you go to a doctor the day you swallowed it?"

"To tell the truth, doctor," replied the tramp, "I didn't need the money at the time!"

GENTLEMAN (to friend with gout): Your pain might be worse. You should bear it with Christian resignation.

Friend: I can assure you I'm not kicking.

MAN (entering grocery store): I want two tuna fish.

Grocer: You'd better stick to pianos.

"YES," said the camouflage artist modestly, "I camouflaged my residence three months ago and the landlord hasn't been around since. He can't find the house."



E. Cunningham

"Gosh no, Mr. Smithers—I just said she's vaster!"

MARCH, 1948

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1947

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ON THE LOOKOUT

A. A. BOWLE

34 Service Products Division, of Woodall Industries, Inc., has announced a new desk accessory called the Topper. It is a streamlined paperweight with an attractive ball handle. The Topper is slightly smaller than letterhead size; and, as the manufacturers claim, it can prevent prying eyes from reading letters lying exposed on the desk as well as anchor the papers to prevent scattering in sudden gusts of wind.

35 New double-duty fan is the floor circulator recently announced by the Wash Company, Inc. This new floor circulator serves as an auxiliary heater in the winter, an auxiliary fan during the hot months, and an occasional table both in winter and in summer. The new product has a two speed motor for cooling and a low speed for heating. The table top is 20 inches in diameter and the over-all height is 23½ inches.

36 Kol Sales Division has introduced a new type of telephone stand. Right-Height table, as it is called, is a modification of the Kol Air-Age office-machine stand. It is made of tubular steel and is equipped with a heavy-gauge steel top and a directory tray. The stand is

available in silver grey, ranger green, and chocolate brown. All colors are baked-enamel finishes. Twenty-five inches high, the stand is designed to facilitate easy dialing. The joints are brazed, not soldered. Rubber-cushioned Bassick glides serve as rests for the new stand.

37 A new, dry, lubricating power, Lub-A-Spray, with a wide variety of uses, has just been placed on the market by its makers, the Panef Manufacturing Company. The new lubricant is put up in a new patented puffer pack that is clean, quick, and convenient to use. It is oilless, greaseless, and dripless; is unaffected by heat and cold; and will not stain upholstery or clothing. The manufacturers recommend it for use on typewriters, adding machines, and other office equipment.

38 The new plastic typewriter covers, announced recently by Budlew Products Company, are made of translucent vinyl-resin plastic material and are of olive-drab color. Belle-Vue covers, as they are named, may be folded to palm size and tucked away in a drawer corner when not in use. They are waterproof, dust-proof, and acidproof; will not crack or peel; and are amazingly durable, say the makers.

The covers are available in a wide range of sizes—for portables and 11-, 12-, and 14-inch typewriters.

39 A new item in the office-appliance field is the "Magic Mailer," now being produced by the Haldon Manufacturing Company, Inc.

By sliding an envelope through the Mailer from right to left, the envelope is moistened and sealed, ready for stamping. A section of the felt moistening wick is exposed and serves as a handy stamp moistener. No glue or water on the fingers; no smudging on envelopes. It is easy and simple to use for 1 or 1,000 envelopes. It is compact and smart-looking as well as functional in design.

A. A. Bowle

March, 1948

The Business Education World
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

34, 35, 36, 37, 38, 39

Name

Address

I would also like to know more about:

☐ A. B. Dick's mimeograph machines.....(page 379)

☐ Gregg's General Record Keeping.....(page 381)

☐ Gregg Typing for Colleges.....(page 382)

☐ Hammond's Adjustable Typing Desk.....(page 383)

☐ Esterbrook's shorthand pens.....(back cover)

☐ Burroughs' business machines.....(back cover)